SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Kern County	County/District Code: 15-73908
Local Educational Agency (LEA) Name McFarland Unified School District	**LEA NCES Number:** 624230
LEA Address 601 Second Street	**Total Grant Amount Requested** **$1,126,651.83 per year**

City McFarland		Zip Code 93250
Name of Primary Grant Coordinator Kim McManaman		**Grant Coordinator Title** Assistant Superintendent

Telephone Number 661-792-3081	Fax Number 661-792-2447	E-mail Address kmcmanaman@mcfarland.k12.ca.us

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee **Gabriel McCurtis**	Telephone Number **661-792-3081**
Superintendent or Designee Signature	Date

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
15-73908	McFarland Unified School	Gabriel McCurtis	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	McFarland Unified School District
Authorized Executive:	Kim McManaman, Assistant Superintendent
Signature of Authorized Executive	

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

i.   Needs Analysis

Response:

McFarland High School staff engaged in a year long process throughout 2009-10 of assessing needs and analyzing data for all students. In preparation for transformation, the High School staff and administration met on March 8, March 11, April 12 and April 21, 2010, and with the assistance of Marilyn Lippiatt, QES Executive Director, analyzed the achievement data and school information below:

McFarland High School's population is 95% Hispanic with 250 English Learners, and 100% qualify for free or reduced lunch program. The migrant population, half of whom are English Learners is 33% of the student population. Although the calculated drop-out rate is only 2.6% and the graduation rate is 92.7%, there is a dramatic decrease in the enrollment of ninth grade students (286) as compared to twelfth grade students (159).

McFarland High School has experienced significant and repeated changes in leadership and direction over the past 10 years with no Principal remaining at the school more than two years. Likewise, the District has reflected the same instability in leadership, including the Superintendent and other top management positions, as well as the Board, generating subsequent swings in direction and focus. The High School currently has an Interim Principal that has served for the entire year. The selection process for a new principal for the 2010-11 year is scheduled for May and June.

The achievement level of our high school students has been mixed. In some areas, over the past four years, little or no progress on State indicators has been realized.

History	2006	2007	2008	2009	2010
API	616	613	636	607	
AYP ELA	30.7	22.6	31.6	28.7	35
AYP Hispanic	28.8	20.6	29.5	28.6	33
AYP EL	22.3	16.3	13.8	25.1	14
AYP Math	25.7	24.4	34.4	28.2	28
AYP Hispanic	23.5	22.5	33.7	28.5	27
AYP EL	20.9	23.1	26.9	27.1	30

The fact that the school was recently identified in the 5% of lowest performing high

schools in California has been a wake-up call for the District, as well as the staff of the High School. There is a persistent desire on the part of the Superintendent and District leadership to provide a high quality education for all students and to support and transition English Learners as they gain access to the core curriculum. The District's DAIT provider and the consultant team from Learning Plus – QES has assisted in identifying the areas where improvement is required and making recommendations for re-design, criteria for quality instruction and professional development for all staff. The High School staff has expressed the same desire, but has been overwhelmed with current requirements, obstacles and a lack of clear direction. The staff has been exposed on multiple occasions to professional development experts and programs designed to provide teaching and learning strategies that address the most current research-based practices. In spite of all these efforts, implementation of any one program has been inconsistent and/or deteriorated over time, leaving the school unable to make the progress necessary to support student learning and provide high quality instruction in our classrooms. In some instances, there is a lack of structure or systems to support the academic instructional focus. In other cases, the systems in place are not working to support all students and need evaluation and possible redesign in order to increase teacher effectiveness and increase the academic performance of all students in all core classes; most especially English, Math, and Science.

Evaluation of English Language Learner Program

The school had a review of its English Language Learner program in October 2009. The study was facilitated by Reinaldo P. Genera. The review included:

> Ms. Teresa Arvizu, ELD/Special Projects Teacher on Special Assignment.
> Ms. Roberta Burgh, Principal, McFarland Middle School.
> Mr. David Yanney, Interim Principal, McFarland High School.
> Ms. Lori Schultz, Vice Principal, McFarland High School.
> Ms. Mayela Bujanda-Medina, Counselor, McFarland High School

The recommendations of the report included the following:

- It is recommended that the McFarland Middle School and High School review their practice and/or policy regarding the placement of English Learners in their ELD program so that placement is based on student need and not grade level. Currently, students are placed in the ELD program by grade levels and staff are not allowed to move students to a lower or higher level placement unless the new placement is in the same grade level. An appropriate placement of English Learners must be driven by student language proficiency need.

- It is recommended that the District continue to review the academic achievement for each student identified as a potential candidate for reclassification. Special attention should be paid to students receiving D's and F's in core subjects and who are scoring and remaining at CELDT Level III. This review should delineate areas for improvement in oral language development, writing and reading

comprehension. The District has long struggled with students not progressing beyond Level III and is now taking steps to prepare students for the CELDT test as evidenced by review of the "Released Questions for CELDT" by ELD teachers at McFarland Middle School. This effort should continue throughout the year with the utmost urgency.

- It is recommended that the District ensure that both McFarland Middle School and McFarland High School administer the Visions Placement Test in order to appropriately place students at their instructional level. At the time of these classroom observations, McFarland Middle School had not administered the placement tests to students. This would help remedy the issue that students have used the same level book at the middle school and high school. In addition, consideration should be given to purchasing a more rigorous adoption for the high school.

- The District should provide a support/intervention class for struggling English Learners students at the high school that is different from that offered to English Only students. The language needs, which are part academic language proficiency, of English Learners students are vastly different from that of an English Only Speaker. An appropriate intervention or support class that more closely meets the needs of English Learners students would help filling in gaps and spurring on the achievement of English Learners students in the district.

- It is recommended that the ELD teachers at McFarland High School be included in the English Department at the high school. Including them in the English Department would facilitate collaboration and planning between these teachers to better meet the needs of English Learners students in regards to ELD standards and English Language Arts standards.

- It is understandable that teachers re-hired because of lay-offs may be placed at a different grade level from their past assignment. The District must ensure however, that these teachers are credentialed to teach at these levels. The District, should also take steps to ensure that these teachers are immersed in the English Language Arts and Mathematics standards for their present grades so that they are totally aware of what is expected of their students. Additionally, the district should consider the use of Pacing Guides which would delineate such areas as major concepts, target dates, grade level standards and objectives, major skills, essential questions, instructional strategies and common assessment techniques.

- It is recommended that in order to use the *Visions* ELD materials effectively, the ELD staff at McFarland Middle School receive training on the use of these materials immediately.

- Although the District has provided the high school teachers with a parallel program titled *Launch Into Reading* to be used in conjunction with the *Visions* program, it is

recommended that the District explore the use of another parallel program that would provide more rigor for students at all CELDT levels.

- English Learner students typically receive a two hour block of ELD instruction. English Learner students at McFarland High School are currently receiving a three hour block of instruction. It is not clear what these three hours entail. It is recommended that McFarland High School review this practice and explore the possibility of providing English Learner students two hours of ELD instruction, thus allowing students to take a core or elective class during their instructional day and increasing their opportunity to interact with native English speakers.

- It is recommended that the District explore the option of purchasing another program of instruction for ELD students that provides greater rigor at all levels of CELDT achievement. Staff and students have complained that the *Visions* material is appropriate for lower level students and that it definitely lacks rigor for upper level students.

- It is recommended that the staff at McFarland High School write a course description for their ELD classes. Having a course description would identify course content, pre-requisites and exit criteria for the class and would allow the class to be tied to specific standards which would facilitate the placement of English Learner students in an appropriate class. ELD classes should be open entry/exit and not limited to specific grade levels.

- It is recommended that McFarland High School delineate specific steps that will be taken as an intervention plan for English Learner students who may be struggling in their ELD and/or core classes. Presently, the high school provides the same plan for all students, with no regard for the special needs of English Learner students. English Learner students have different academic needs that are nestled in conversational and academic language. An appropriate intervention plan would delineate specific steps to be taken to meet the academic and language needs of these students as they progress toward graduation.

The McFarland school teaching staff completed the Academic Program Survey in April 2010. The survey work was led by:

    Tina Burkhart, DAIT lead Total School Solutions
    Kim McManaman, Assistant Superintendent McFarland
    David Yanney, Principal McFarland High School.
    Sandra Espinoza, Director of Categorical Programs & Testing
    Teresa Arvizu ELD/Special Projects Teacher on Special Assignment.
    Lori Schlutz, Vice Principal McFarland High School.

The results of the study are shown below:

Academic Program Survey-High School Level

Essential Component	Rating
Instructional Program	
1.1 The school/district provides the current* district-adopted, standards-aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ELA courses.	1
1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	3
1.3 The school/district provides the current* SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.	2
1.4 The school/district provides the current* SBE-adopted, standards-based Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in Algebra I.	2
1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.	2
Instructional Time	
2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ELA instructional program. This time is given priority and protected from interruptions. **Grades nine and ten: One period.**	3
2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ELA using the current district- adopted core ELA instructional program and ancillary materials. **Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course**	1
2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for	3

ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. **Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level.**	
2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions. • Two-hours (or two to three periods).	3
2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based Algebra I program. This time is given priority and protected from interruptions. **One period –Algebra I.**	3
2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted, standards-based Algebra I core and ancillary materials **One period – Additional strategic support linked to a grade-level Algebra I course.**	2
2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for 2007 SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards. **Grade nine: One period of Algebra Readiness daily for identified intervention students**	3
Lesson Pacing Guide	
3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ELA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	1
3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted ELA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	2
3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	3
School Administrator Instructional Leadership Training	
4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted ELA basic core and intervention program materials and SBE-adopted mathematics programs in use at the school through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ELA and mathematics instructional materials and the Essential Program Components (EPCs). This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ELA or intensive	4

reading intervention program or mathematics program materials	1
4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	2

Credentialed Teachers Professional Development Opportunities	
5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	3
5.2 The school/district provides teachers of ELA (in all programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted ELA and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.	1
5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted Algebra I and Algebra Readiness mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the mathematics instructional materials and the EPCs.	1

Ongoing Instructional Assistance and Support	
6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ELA and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	1
6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	1

Student Achievement Monitoring System	
7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ELA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	1
7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	1

Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	
8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide	1

student placement, instructional planning and delivery, and progress monitoring within the current adopted ELA programs.	
8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted Algebra Readiness and Algebra I programs.	1

Fiscal Support	
9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA and the Single Plan for Student Achievement (SPSA).	2
9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA	2

Parent Community Stakeholders

Parent and Community meetings were held on April 22, and May 20, 2010. All parents in the District were invited to attend. The first meeting provided a review of the schools aggregated student data and then allowed parents an opportunity to make suggestions and recommendations for change. The second meeting provided parents and community members an opportunity to review the needs and issues outlined in the APS, ELL study and other data analysis, which were used to develop the draft transformation plan components. Parents and community members discussed the draft plan and were asked to make suggestions for changes or additional components.

At the meeting on April 22, 2010, the parents and community members provided input to these questions:

1. What would you like for the high school to provide to students who are struggling?
   - Classes after school
   - Tutoring (homework assistance)
   - Motivate students with prizes
   - More structured after school classes with mandatory attendance
   - Teacher/Parent motivation
   - Study prep class (separate class; not in library)

2. How could the high school get more parents and community members involved in the school and with high school students?
   - Charge a monetary fine to parents who are not participating.
   - Reward the parents who attend events and activities with a prize. Give extra credit to the students whose parents are involved and actively engaged in school activities.
   - Provide food at school events.

3. What kinds of things would help students to be prepared for college or skilled

employment?
- Parental motivation
- Good scholarships
- Good grades
- Excellent reading skills
- Excellent math skills
- Knowing how to use a computer and other relevant technology
- The opportunity to take more rigorous courses
- More advanced computer classes
- Experienced, skilled, highly-qualified, and well-prepared teachers
- Career classes

4. What do you wish you had learned in high school?
- More math
- Writing skills, including the ability to take dictation
- Driving class
- How to fill out job applications and prepare for an interview
- More fine arts
- Better preparation for the future/college, etc.
- Learning to cook
- Learning to do math

Parent and Community Identified Needs for their students

Findings in this area

A. Structured after school classes.

B. Provide incentives for parents to attend meetings, such as providing food.

C. Teacher/parent motivation.

D. Information about college including scholarships, career classes, job application assistance and preparing for interviews.

E. More rigorous courses in all classes, including technology.

F. More rigorous instruction for students in reading, writing and mathematics.

G. The addition of more fine arts classes, including applied arts like cooking.

Analysis of DAIT identified needs

The DAIT study of October 2008 identified several areas the District including McFarland

High School needed to address.

The school staff along with the District staff and the DAIT team members analyzed the needs identified from the data and came to these findings in the following areas:

1. Use of California's standards-aligned instructional materials and targeted interventions. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

Findings in this area

    A. The school and District selected new English Language Arts materials and had it board approved at the April Board Meeting and has ordered the curriculum to be implemented beginning school year 2010-11. In the current adoption, the staff has not been using the core curriculum or the ELL curriculum with fidelity. The school adopted and purchased math curriculum (Prentice Hall California Algebra I, Geometry) and intervention materials (Glencoe Algebra Readiness: Concepts, Skills and Problem Solving) for algebra readiness in (2009). The curriculum is in its first year of implementation.

    B. Every student who should have been in the intensive ELA intervention programs or ELL support classes were not assigned to the correct class.

    C. English Language Learners are assigned to their ELL support class based on grade level not ELL CELDT proficiency level.

    D. Students who completed Algebra 1 in the 8th grade were repeating Algebra 1in the 9th grade.

    E. The Algebra I classes and Algebra readiness classes have new curriculum materials this year but all students were not placed in the appropriate classes and all materials including universal access materials were not fully utilized.

2. Curriculum pacing and appropriate use of instructional time.

Findings in this area

    A. Pacing guides are provided for core instruction ELA classes but not for intensive intervention and support classes.

    B. ELD classes do not have pacing guides.

    C. Support classes are not linked to the pacing guide for the core classes.

    D. Pacing guides are used in at least 75% of the Algebra 1 classes and Algebra readiness classes.

E. According to records from class visits all minutes of the instructional day are not fully utilized for instruction.

3. Faculty professional development activities, collaboration, and instructional support.

Findings in this area

    A. Staff members have not completed SB 472 training for math curriculum.

    B. Most English Language Arts staff members did not complete SB 472 including the 80 hours of practicum.

    C. 15 staff members have completed ELPD training.

    D. All staff members have attended additional training in the past 12 months.

    E. English support class teachers do not have regular collaboration time to align the support classes with the core classes.

    F. ELD teachers are part of the foreign language department instead of the English department and thus have not had collaboration time.

    G. Collaboration time is scheduled at the high school for 1 hour 4 times per month.

    H. Articulation time with the middle school occurred this year. Additional articulation time is needed to ensure continuous education integration of skills required for high school success
    I. Algebra support classes have not been assigned to all students that needed them and the link between the support classes and the core classes have not been strongly linked because of the lack of collaboration time.

4. Capacity to develop, access, and analyze student performance data to inform and modify instruction.

Findings in this area

    A. Staff has had limited opportunity to analyze frequent student assessment data and to use the analysis to inform instruction.

    B. Assessments are given once each 12 weeks limiting the usefulness of the assessments in informing the modification of instruction.

    C. Teachers have begun this year to learn how to work in professional learning communities.

D. The staff identifies the need to have someone assist them in creating, scheduling and analyzing more frequent student assessments.

E. Students in the ELD program do not have regularly scheduled assessments throughout the school year to measure effectiveness of the ELD program and to modify instruction based on student needs.

F. The District has a single math coach with limited time to assist math teachers at the high school. The amount of math coaching is inadequate.

G. The District has a half time ELA coach who began assisting the high school in the past two months. The amount of ELA coaching is inadequate.

H. The District has a single ELL coach who spent approximately 25% of her time at the high school this year. The amount of ELL coaching is inadequate.

5. Staff effectiveness including, but not limited to, methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model

<u>Findings in this area</u>

A. Staff experience is 12 years.

B. Teachers have had multiple professional development opportunities regarding student strategies with the majority not effectively implemented in the classroom.

C. Teachers have taking ELPD in the past two years, as per DAIT requirements. 41% of teachers have completed the ELPD training.

D. 6 teachers are not highly qualified (for the class they are currently teaching).

E. Teachers have not received training in RtI.

F. Instructional plans in the classrooms do not always match the rigor of the state standards.

G. Twenty-six out of thirty-seven teachers have been at MHS more than 3 years.

H. The hiring of exemplary teachers in the areas of mathematics has been difficult.

I. Budget reductions in the past two years necessitated the moving of 2 of middle school teachers to the high school.

ii.	**Selection of Intervention Models**
	Response:

The District held multiple meetings with all constituents (see list of groups and dates at end of section **xi**.) to analyze data and formulate recommendations.

All groups considered each of the possible interventions and determined the Transformational Model was the best option based on the needs analysis.

1. School closure model

McFarland High School is the only high school in the McFarland Unified School District. If the school were to close, there would not be another high school in the community for the students to attend. The High School, while struggling, does have the potential to address the needs of the students in the District. The District and school staff are committed to improving the learning opportunities and outcomes for students.

2. Turnaround model

The turnaround model requires 50% of teachers to be replaced and a new principal. McFarland High School will have a new Principal leading the school prior to the start of the 2010-11 school year. The State Board of Education approved the list of schools eligible to apply on March 11, 2010. The school district was unable to plan for the replacement of half the teachers by the March 15th notification date. McFarland High School teachers could not be moved to other high schools. The District did not have time to review the option of moving half the teachers to the Middle School and laying off the equivalent number of teachers from the Elementary and High Schools. The teachers bargaining unit would have had to have been consulted and an agreement reached to lay-off teachers with a Board meeting held within a 4 day period.

3. Restart Model

The District reviewed the possibility of closing the school and reopening the school under a charter organization, but several issues restricted this option from being the optimal intervention. The District would not have an articulated comprehensive school system for K-12 students if the only high school was not a part of the District plan. Students and families in the community of McFarland have limited transportation options and the charter school option would require all students to attend the charter school without another school selection available within the District. Other schools in the District, specifically the Middle School has adopted an intervention plan, which has resulted in improvement during the past 2 years. This indicates that the changes in the District can be accomplished within the District's support system.

4.   Transformational Model

The District, school site and community have determined the best intervention model to meet the needs of the students at McFarland High School is the Transformation Model. Through the needs assessment process, analyzing of data, and discussing issues and concerns with school staff, members of the community, DELAC meetings, parent

meetings, school site meetings, District leadership meetings, Board meetings and DAIT meetings, several areas of need became clear.

- The staff has not had adequate professional development to implement the standards-based curriculum. The academic program survey indicated less than 10% of English teachers had completed the SB472 training for the current adopted English/Language Arts curriculum. New E/LA curriculum was selected by committee in April 2010 and approved by the school board. The curriculum has been ordered by the District to implement in the fall of 2010. All E/LA teachers need to receive training in the new adoption. The math curriculum was adopted in 2009 and implemented in the 2009-10 school year. The majority of the math teachers have begun SB472 training for the math adoption, but have not completed the training for the adoption. Some teachers who are teaching the math or E/LA intervention curriculum have not completed the SB472 training for this curriculum. The staff has not had Response to Intervention (RtI) training. The High School is the only school in the District that has not yet implemented RtI.

The transformation model requires and provides the time for all teachers to have curriculum based professional development and also to have additional embedded professional development to provide differentiated instruction, and effective teaching and learning methods for English Language Learners.

- The master schedule of the High School has not provided adequate intervention and support classes for low achieving students and classes to challenge the already high achieving students.

The transformation model allows the school to change the master schedule to link support classes to core classes, provide students who are ready or almost ready to attempt college level courses with those challenging courses and support to ensure success. The lengthened class time will give students additional time to address learning deficits and for teachers to scaffold the learning so students can meet the standards for the subject taken. Teachers will have time with the lengthened classes to differentiate instruction and help students to achieve at their highest level. Parents and community members asked that the school provide more assistance for the students that were struggling and provide more challenging classes for students who are planning to attend college. The transformation model supports the identified needs of all students.

- The needs analysis indicated all other schools in the District have had E/LA coaches to address the support needs of teachers working to meet the needs of their students. The High School has had limited access to math and English Language Learner coaching by district coaches who must share their time with all schools. The school has not had E/LA coaching.

The transformation model will be used to address the need for coaching to provide a qualified Math coach and an E/LA coach to address the needs of all students, including English Language Learners.

- During the needs assessment process, teachers discussed their desire for teachers to continue improving their craft and to be given incentives for going above the State requirements.

The transformation allows teachers to be compensated for additional coursework taken in areas of identified school need, such as reading instruction and English Language Learner instruction. In reviewing the student achievement levels, it was clear teachers at the High School level need to have courses in the teaching of reading and in the teaching of English to English Language Learners. This plan will provide additional compensation for teachers who take college courses in the teaching of reading and the teaching of English Language Learners.

- During the needs analysis it was determined the school does have the technology systems to allow for regular assessment and the necessary analysis of assessment data. However, the school does not have adequate assessments for E/LA, math or English Language learners. The school does have assessments in math, E/LA and ELL however the assessments are not given with enough frequency to allow modification of teaching to meet the needs of students in a timely manner. Teachers also have not had adequate collaboration time to analyze the assessments and plan for instruction.

The transformation plan will increase the frequency of assessments and will give teachers the time to analyze the data and learn how to address the needs identified in a consistent and timely manner.

- The analysis indicates the core E/LA classes are not closely linked to the support classes for these core classes. In addition, the EL study of the English Language Learner program found that the ELD instructors were not in the E/LA department, but were in the foreign language department. The ELL study recommended moving the ELD instructors to the E/LA department. During the 2009-10 school year, the school reassigned the English Language Learner instructors from the Foreign language department to the E/LA department.

The transformation model will give teachers time to collaborate and plan both core and support classes to address the needs of the students and enable students to meet the standards for the classes. In addition, the ELL study recommended that students who were in need of ELL intervention be provided intervention classes for ELL with a curriculum written to support the needs of ELL. The school will be using this intervention model to provide curriculum to the students based on their need to increase their English acquisition skills.

The additional collaboration time will allow these teachers to better support the English Language Learners and for the teachers teaching the core courses to learn better methods for supporting the ELL students in their classes.

- Research shows and the APS confirms the need for teachers to collaborate around student data. Currently, teachers have one meeting per month where analysis of data can occur. This meeting is not consistently utilized each month for data analysis and the discussion of instruction based on the analysis.

In the transformation model the school will have weekly collaboration time so that teachers can use their newly instituted professional learning communities to analyze data and share methods and teaching plans to meet the identified student needs.

- In the meetings with parent and community members, it was confirmed that the local library is only open 3 days per week and on those days the library closes at 6 pm. Students and their families have limited access to materials found in libraries for research and limited Internet access at home. Students need access to research information and the current materials available on the Internet.

The transformation model gives students more classroom time to allow them to use school resources and to access the Internet. The plan includes increasing the resources available in the library and providing additional hours of access outside of the regular school day.

- During the community and parent meetings, parents identified the need for students to understand what classes are needed for college and more rigorous courses provided to prepare students for college or skilled employment.

The transformation plan includes the hiring of a parent liaison and support counselor to assist students, families and teachers in understanding the requirements for college, availability of scholarships and the process for applying to colleges including testing, student applications and financial aid applications. Training will also be available for students regarding job and internship interviews.

The transformation model allows schools to provide additional avenues for increased rigor and access to additional courses. This model will give students access to online college classes and local community college classes, as well as summer school offerings that will allow students to complete coursework over the summer to create space within their schedule to take other elective courses during the school year. After school classes in areas of interest such as fine arts or occupational skills, labs for advanced classes and additional support will also be provided through the transformation model. These opportunities were all discussed and requested at the parent/community meetings, at the DAIT leadership meeting and at staff meetings at the High School.

The transformation plan, as outlined below includes the details regarding how the District will meet the needs identified in the needs analysis.

Key concepts in the plan for McFarland High School (MHS):
- The plan will be <u>student centered</u> and focused on supporting and increasing the

academic performance of all students, including English Learners on all academic measures: STAR, CAHSEE, CELDT, AP Exams, etc.

• The plan will be research-based and include proven elements that support high quality teaching and support strategies for students.

• The plan will increase the rigor and provide opportunities for all students to take and be successful in high level courses including: AP classes, A-G approved electives.

• The plan will be vertically aligned beginning with the Middle School from one grade level to the next within a subject area. Exit and entrance criteria will be articulated and addressed.

• All core courses will be aligned to California Content Standards and all materials that are adopted by the district will be state approved and standards aligned for specific courses where possible.

• Data analysis on a scheduled and timely basis (including state and local assessments, grades, progress reports, attendance, etc.) will provide the foundation for determining program effectiveness, student progress/learning and intervention action plans. Interventions will be provided to support all students identified in need of targeted instruction.

• Support for both students and staff will be designed to assure maximum performance and provide early intervention and strategic support at the earliest possible indicator for every student in every classroom.

• Professional Development will focus on strategies to enhance and build teacher "toolboxes" that enable teachers to teach subject area content in the manner that reaches and connects with each student in every classroom.

• District and site administrators will participate in professional development that provides strategies to support high quality instruction, provide feedback and support for teachers, and identify issues and problems in a constructive and focused manner. Walk-through, observation, data analysis, lesson design and feedback models will provide the training focus in order to support the administrator's acquisition of knowledge related to classroom support strategies that directly increase knowledge and skills of students.

The District selected the **Transformation Model** as the preferred reform model because it is best suited for McFarland USD offering the highest probability of making a positive difference for students. Under the requirements the District will address the areas of: Developing and increasing teacher and school leader effectiveness in another section. This narrative will address two sections:

- • Comprehensive instructional reform strategies and
- • Increasing learning time and increasing community-oriented schools.

REQUIRED: *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the California's adopted academic content standards. This includes English-language arts, and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in standards-aligned core and intervention instructional materials in grades nine-twelve.*

McFarland High School has been in the process of reviewing the materials used in classrooms for the past few years. In many cases, there have been new adoptions and many courses do not have standards aligned texts. Last year, the District selected a new Algebra I, standards-aligned textbook for use with all Algebra I classes in both the high school and in the middle school. Data from grades and CST scores in 2009 indicated only 6% of 9th grade and 4% of 10th grade students were making adequate progress with the former Algebra program. In addition, support classes provided for Algebra I students at-risk has had no set curriculum to address standards, they were taught by a different teacher from the core and there was a lack of communication with the core instructor. Students received support but were still not successful.

With the adoption of new textbooks, teachers were trained in the use of the new texts through SB472 training throughout the summer of 2009. Although new texts were used in Algebra I classes throughout 2009-10, the lack of coordination in the support class structure did not improve, there was no consistent curriculum utilized to support students, and there was little if any communication between the support and core teacher about student needs. The District DAIT provider and a consultant team from Learning Plus-QES identified a profound need to coordinate all support classes and clearly communicate which standards are being taught in the core, front-loading student content in these support classes and jointly monitoring student progress and planning re-teaching opportunities. The success of each student needs to be at the center of the coordination and collaboration effort.

Additionally, English core courses have been using College Board's "Springboard" materials as the primary text in all 9-12 English core classes for some time. These materials have been provided free to the district through Paramount Farms, a non-profit, philanthropic organization in the central valley. These materials, although high level and focused on college preparation, are not aligned to California's Content Standards. Teachers have been supplementing and filling the gaps, where possible. There has been a lack of consistency in implementation, as well as progress monitoring. In attempting to support students and follow District guidelines, some students were enrolled in three periods of English: core, support and ELD each designed to address learning needs. This has not proven to be successful. In 2009 only 26% of 9th, 25% of 10th and 27% of 11th grade students were proficient in E/LA. English support programs were also not coordinated, utilized unique curricula, lacked communication about student progress on a regular basis and provided non-targeted support for students with varied needs. Expectations for student performance were not consistent across classrooms and were not communicated clearly throughout the English Department, grade level or

within the school.

Intervention classes have been using Sopris West's Language!. This program is designed for struggling readers, writers, speakers, and spellers scoring below the 60th percentile and is organized to provide explicit, systematic, research-based instruction. This program has not produced the desired results, has not helped students progress from one level to the next and has not exited students from the program at a sufficient rate. Some students remained in Language! from Elementary School through High School even though the program is designed as a two-year transition for FBB students. This plan has not been successful for students.

In the Spring of 2010, through the work of a representative committee, the District selected new English/Language Arts textbooks for all levels (K-12) for 2010-11. The high school selected Pearson's Literature Series for core classes and Hampton Brown's Edge as core replacement for intervention classes designed for FBB students, as well as EL students. This program has an embedded EL instructional program designed for students reading below grade level. With this new adoption, the curricular focus will be on teaching grade level standards through the use of aligned materials and preparing students to acquire the skills and concepts designed for each high school grade level. The intervention program and core replacement program will include a two-period class taught by the same teacher and will address the learning needs, language needs and provide the background scaffold needed for English Learners to progress. The objective of the intervention program is to strengthen student skills and, in a reasonable amount of time, exit them from intervention to a core program. Training with a SB472 provider for both programs will be provided during the summer of 2010 and all English teachers will participate. In addition, a consulting team will work with a group of English teachers to pace the grade level standards and design three benchmark assessments for use in English classes during the 2010-11 year. They will also assist the District and school in monitoring and evaluating the implementation, use of assessments and resulting data analysis.

LPA-QES provided a professional development articulation format and discussion topics facilitated by a team of consultants for middle and high school teachers during a buy back day in March of 2010. Several middle school teachers were unable to attend so the day had to be rescheduled. The articulation meetings were held in April with department chairs from each core area. Through the articulation between the middle and high school that has begun and some agreements for 2010-11 reached, a decision has been made that every student from the Middle School will come to High School either ready for Algebra I or Geometry. Starting in the fall 2010, no High School student will take a "general math" class. All 9th grade students will enter High School taking either Algebra I, Algebra I with a support class, or Geometry. This will change the distribution of courses for 9th grade math and will necessitate the need for teachers to plan for and prioritize in-class intervention to address the learning needs and gaps of first year Algebra I students. Support classes, when necessary, will be taught by a core Algebra I teacher to ensure clear expectations, connection to the core curriculum and focused support for students. Additional materials will be purchased as needed to provide practice and independent

work on the hard to teach/learn standards. Standards Plus materials are one resource teachers will have access to that provides support for core instruction aligned with grade level standards. Collaboration on English, Science and History between middle and high school teachers will be emphasized for the next set of meetings and agreements. This will allow decisions to be reached for course sequencing and the prioritization of standards and expectations for students to progress from one course to the next.

Driven by the need to support teachers and address the requirements imposed on a DAIT district and a persistently low performing High School, core and intervention classroom teachers will be provided support from two academic coaches. These coaches will be recruited and hired with specific expertise in high school math and English subject areas as well as expertise in teaching, support strategies, interventions for at-risk students, strategies for EL students and high impact instructional strategies that engage students and provide insights to skills and concept attainment. These coaches will be hired and trained, during the summer of 2010, in additional instructional strategies to support the implementation of new textbooks. A consultant team will assist with the training and orientation. The coaches will be on-site and ready to begin prior to the first day of school. They will work primarily with English and math teachers but will be available to assist any teacher with strategies, processes, and lessons to enhance student learning in any classroom. These coaches will be under the direction of the school principal and will observe classrooms, model lessons, teach strategies to individuals or small groups, present research and resources, and assist in the selection of additional materials to support teachers in the classroom. They will spend the majority of time in classrooms working with teachers and modeling best practices and limited time on paperwork or administrative tasks.

Specific classroom protocols and expectations will be described later in this application.

REQUIRED: *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

The data management system in use throughout the District has been Edusoft as well as Infinite Campus. Although both systems provide rich data, many teachers and administrators lack training, have limited knowledge about the various program functions, find the systems too cumbersome and give up looking for or retrieving data that could be used to make timely and significant decisions. There are two people in the technology department in the District who have in-depth working knowledge of both information systems and, when available, are able to design comprehensive reports, retrieve requested data and provide tables that display a variety of relevant information. The Director of Technology and Information Systems and the Technology Resource Teacher are, however, also responsible for the infrastructure, management and support, maintenance and replacement of all technology, as well as program evaluation within the District and have limited time to be responsive to each data request.

The District has made the decision to contract with a new data provider, School City, in

an attempt to ensure that the data information system is up to date and flexible, to train all staff (teachers and administrators) to use data effectively, and to provide a system from which standards-aligned, formative assessments in all core areas could be created. This new system will be in place by the start of the school year with migration of all past achievement data in place. Teachers and administrators will receive training from School City during the summer of 2010 to assure that each is able to access the data needed in a timely manner. In addition, consultants will work with grade level and subject area teachers in July and August to design blueprints and build new benchmark assessments for English and math aligned to paced grade level standards. Three tests for each subject will be created K-11 and ready by the start of school in August. The high school will also build assessments and select items from the School City/ETS Item bank for courses in science and history and/or create three standards aligned formative assessments using a variety of additional sources.

Along with the training on the new data system, consultants will provide extensive training on how to analyze and use the reports generated from the formative assessments to make on-going decisions about student learning in the classroom. A protocol will be used in a collaborative (PLC) setting so like teachers can discuss student progress, identify students in need of additional instruction, share successful strategies and plan timely and targeted interventions. Teachers will use one shortened day designated after the administration of each formative benchmark test to meet collaboratively and analyze the results of test, to determine the instruction needed to address individual and group student needs.

The teacher's unit and District administration has discussed various scheduling options for the High School that will meet the agreed upon plan to have a schedule similar to the elementary and middle school. Time will be accumulated throughout the week so that one day per week can be shortened to provide collaborative meeting time or PLCs. These data specific PLCs would occur and be scheduled for one of these shortened days, after the administration of each quarterly benchmark. State data from 2010 will be analyzed within the first few weeks of school so that teachers have a detailed view of the performance levels of current students in each class. They will be able to identify students in each performance band in order to differentiate instruction within the classroom. Local assessment data will be analyzed within two weeks of test administration so that teachers can collaboratively analyze student performance, identify re-teaching topics and determine the appropriate student instructional groups. A consultant team will train all high school teachers in a collaborative data analysis process that has already been implemented in the Middle and Elementary Schools. They will work with teachers and departments to build capacity and understanding of the data reports and implications, as well as facilitating discussions regarding action plans based on the data.

To support the increased need for timely and relevant data, the District will hire an Information Technology Specialist responsible for in-depth knowledge of student achievement data and knowledge of the new data system. This position would be a District-wide position and will serve the District top management, the principals of each

school site and teachers to ensure that everyone's quest for data will result in timely decisions for student instruction. The Information Technology Specialist will work with site and District staff, coaches and consultants to identify the reports most useful for analysis and discussion and provide the foundation for decision making to address the learning gaps for students. The Information Technology Specialist will be responsible for data collection and organization, disaggregation and distribution to staff, staff training to build understanding of and use of the new system, as well as monitoring data related to formative and summative assessments, state and local assessments and other data relevant to decision making and assessing student progress. The Information Technology Specialist will develop reports for administrators at the Elementary, Middle and High School and will produce reports appropriate for the Assistant Superintendent and Superintendent on a weekly, monthly, quarterly and semester schedule. The District will direct the general activities of the Information Technology Specialist however, this individual will spend significant time at each site and be accountable to the principal at each site. The High School will receive approximately 3/5 of the Information Technology Specialist's time due to the need for significant data organization, input and analysis for the first year. This person will be responsible for gathering and compiling data, but will not be singularly responsible for analysis or developing or recommending consequential actions.

PERMISSIBLE ACTIVITIES

Implementing a schoolwide "response-to-intervention" model.

McFarland High School has experienced significant leadership changes both at the school site as well as at the District level. With each change has come a different focus, manner of operating and new requirements. The staff, based on recent survey data, indicates the District has a basic lack of consistent systems, no school-wide approach to solving problems and no strategies for sharing a common purpose that "student success is everyone's responsibility." Presented with the opportunity to redefine the true purpose and focus of the school, the staff is committed to designing a model that has the highest potential for school-wide implementation and the highest potential for assisting all students at the earliest possible sign of difficulty. Response to Intervention (RtI) or better stated RESPONSE TO INSTRUCTION (Buffum, 2009) will be a vehicle that provides the catalyst for specific definition to a systemic approach and will define and shape both student and adult learning aimed at solving problems.

Phase I – Tier I RtI: In classroom support

All staff at McFarland High School will be working and learning together to create systematic responses to address problems and use evidence of student learning to drive actions leading to improvement. Teachers will embrace a shared purpose of helping ALL students learn at high levels and take collective responsibility for the academic achievement of all students.

From the research and case study work of Richard DuFour, four key questions will be

used to design course, subject and classroom work:

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How will we respond when some students don't learn?
4. How will we respond when some students have already learned? (Dufour, 2006)

Question 3 will be the key to classroom focus for students who have not yet learned or mastered the content presented. In order to address this, the core program including all initial instruction will be strengthened and will build on a Direct Instruction model of teacher student input and feedback. This well-designed base program should be structured to meet the needs of at least 75% of the students in each classroom. Teachers will need to use lessons that provide background knowledge, academic vocabulary and engagement strategies to build critical skills and concepts needed. It will be the teacher's responsibility to design this instruction using a variety of methods and materials that will connect the standards/content/concept with the students in their classrooms. Teachers will differentiate instruction so that ALL students can access the core curriculum using comprehensible input. This may take the form of small group instruction, differentiated assignments, different methods of presentation, and/or individualized targets based on student needs.

The Transformation Model requires that districts and identified schools increase learning time. District administration will negotiate with the teacher's unit an increase in learning time. This increased time could be accomplished by increasing the length of each period (except first period) by 7 - 10 minutes and eliminating the current 20 minute home room period. This increased time for each class will be structured and used consistently to differentiate segments of the core program. This time will be used to address the learning needs of individuals, small groups or the whole class as determined by the teacher. Teachers will use a variety of strategies to check for understanding and will identify groups of students at the earliest possible time in need of review, re-teaching, concept clarification/simplification, background knowledge, vocabulary definition or other fundamentals needed in order to acquire and master the concepts presented. Small groups may meet with the teacher one or more times per week. Some may require a thorough review of the information previously taught to the entire class. The additional time added to each period will allow this early intervention model to be included in each classroom to support student learning. In addition, the district will negotiate with the teacher's unit the possibility of additional instructional days. Current contact language includes 181 instructional days and 3 staff development days for a total of 184 contracted days. The district will negotiate for MHS 184 instructional days and enter into an MOU for an additional 3 days of mandatory staff development.

At the start of the 2010-11 school year, under the direction of the principal/assistant principal and assisted by consultants, teachers will meet to identify what supports and interventions exist or will be provided by MHS teachers in their classrooms. This list will include the interventions that each teacher agrees to consistently provide and will be communicated to students and parents. The goal for this effort will be a collective

commitment that regardless of teacher, grade level, department or course, no student will be allowed to fail. All teachers will provide needed support within the regular classroom.

Of course, this is predicated on the core belief that 100% of classroom time will be used for instruction. Learning activities will begin the moment students enter the classroom and they will continue learning until the very end of the period. The phrase "Bell to Bell" will become evident in every classroom.

Teachers will receive professional development training in classroom structures and models that paint the picture of what a supportive classroom looks like, how to achieve effective classroom management and appropriately select and deliver targeted instructional activities that assure a productive setting for all levels of student. District and site administrators will also receive professional development training identifying necessary criteria for supportive, high quality classrooms and how to provide guidance and feedback to teachers on expected outcomes.

The goal of this RtI Tier I student support model is to reduce the number and percent of D's and F's at each grading period, as well as reducing the number of students identified as Far Below Basic (FBB) on end-of-course examinations. This approach will be used in CAHSEE Academy classes as well, in order to target instruction to address specific learning needs of students.

Common standards for student and teacher preparation will be developed, agreed to and posted for the entire school by August, 2010. These will include the following:

Classroom and Teacher Preparation:

1. Up-to-date and approved syllabus outlining expectations and requirements for all students.
2. Current pacing guide that "chunks out" the major standards-aligned concepts for each course.
3. Course of Study that is standards based and identifies learning goals, key concepts, materials and assessments.
4. Formative assessments including district benchmarks and teacher/department assessments throughout the year.
5. Common rubric for grading that is clearly communicated and followed by teachers within departments.
6. Grade book and grading procedures posted for both student and parental access at any time.
7. Student planners used and reinforced by all teachers to support student organization, study skills and attainment of well-developed habits of learning.

Student Preparation and Requirements:

1. Student planner with calendar of important dates, place to record assignments for each class and study skill suggestions.

2. Binder or notebook or folders with paper for each class to record notes, keep handouts, complete assignments and other work.
3. Appropriate writing instruments: pen, pencil, highlighter, eraser, etc.
4. Book covers for all texts.
5. Other materials needed for specific classes or courses: e.g. gym clothes, calculator, rulers, thumb drive, goggles, gloves, drawing materials, tools etc.

The administration and counseling staff has agreed to supply a set of all required materials for each student by the start of the year. Since McFarland is a fairly impoverished community and there are few places within the community to purchase these materials, supplying them to all students will ensure consistency and provide a jump start for all. Students will be asked to help select the design for covers, indicate materials that all students need and assist with support and communication for the new expectation.

The identification of expectations for both effective instruction in the classroom and active student engagement and preparation will begin to paint the picture for what a high quality classroom will look like and begin to define the systemic and systematic approach needed to implement a school-wide improvement program.

Once Tier I insures quality instruction and support in every classroom, Phase 2 and Phase 3 of this improvement grant program will address RtI beyond the classroom. Tier 2, supplemental support will be researched to identify effective models that can be collaboratively built across classrooms and departments. Exemplary programs will be identified and examined to determine what is most likely to support students and staff at MHS. These programs will be designed for additional time within the school schedule and will work in conjunction and coordination with core programs. Teachers, counselors and academic coaches will research Tier 2 models and design a proposal for the entire staff by January, 2011. Planning can then be initiated to ensure consistent implementation by the beginning of school in the fall of 2011.

*In secondary schools: Increasing **rigor** by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers including providing appropriate supports designed to ensure that low achieving students can take advantage of these programs and coursework.*

The staff has already redesigned the master schedule for the 2010-11 school year by adding new high level courses and increasing access, equity and learning opportunities for all students. The school has been offering five AP courses in English, math, science, history and foreign language. In addition to the current offerings, new courses will be added to increase the number of AP courses to 10. The new courses include: English Literature or Language for grades 11 and 12, AP Biology, AP Economics (either macro or

micro), AP World History and AP Studio Art. Entrance criteria for these courses will be broadened to include more students. Along with increased attendance, each AP teacher will commit to a tutoring, small group or support structure that will provide what ever is needed for all students to be successful. Additional course offerings to be researched and considered for the following year will be AP US History, AP Physics, and AP Environmental Science.

These rigorous courses require additional focus from both the teacher as well as the students. Teachers will receive training and preparation for each course they teach during the summer, 2010. Each teacher will commit to teaching the course syllabus as designed with the goal that every student will receive the content at the highest level and will be prepared to take and pass the AP Examination for that course in May, 2011. The percent of students taking and passing each AP course will increase from the current level. Students will receive credit for the course and, by passing, also will receive credit for college level courses prior to entrance. This will enhance their opportunity for acceptance to quality institutions of higher education, as well as their opportunity for scholarships and financial aid. All students have been historically supported financially by Paramount Farms for all fees related to AP courses and examinations.

In addition, teachers will commit to supporting every AP student as they build the knowledge and skills required for each course through small group targeted instruction, extra study sessions, AP tutoring sessions and extensive exam preparation in the weeks prior to the spring examination. Student success is the goal and every student will receive support. Where this has already occurred, students have realized significantly greater competence, confidence and success.

In addition to the five AP courses, electives have been added to the master schedule to enhance the High School experience for students. Some of these courses have been offered in the past but required EL and support classes for struggling students, which precluded access for many in the schedule. With the implementation of this grant and the opportunity to add staff, course offerings for students can be significantly expanded and both interests and involvement can be increased. All new electives will be submitted for A-G course approval so that ALL students will be able to have a selection of courses to complete their requirements. Courses will be added in English, science, art and music. Identified courses for the first year will be: journalism, science forensics, horticulture, ceramics, percussion and guitar or AP Music. Training for teachers new to these courses will be available during summer, 2010.

Two additional teachers will be needed for these courses: one additional science teacher and one additional English teacher. Both teachers will need to be highly qualified and integrated into their respective departments. Training for these new teachers will be provided during the summer, 2010. The District will revise the staffing formula for the high school for the first year with the goal of reducing the necessity for the number of support classes. With the reduction of support classes, the staffing formula could return to current levels and accommodate the new positions. The ultimate objective for the additional courses will be to have students of all levels able to access rigorous and

relevant instruction to round out their high school experience with mastery and success.

Improving student transition from middle to high school through summer transition programs or freshman academies.

Although McFarland is a unified school district with one middle school and one comprehensive high school, there have been few opportunities for school to school articulation and almost no conversations about subject area preparation, student progress or achievement expectations that foster smooth transitions for students. Neither student progress nor student success data has been examined, analyzed or discussed between the two levels. Students have not been identified by program or group for longitudinal study or program evaluation based on program or group.

Beginning during this current school year an effort was made to look at courses in math taught at the middle and high school level. A problem was identified in math that necessitated conversations about course offerings, expectations for sequential courses and selection of core and support materials. Through in-depth analysis of data and preparation for STAR testing, QES consultants meeting with both middle and high school teachers facilitated discussions that emphasized the significance of Algebra I over general math to both the middle and high school accountability measures. Conversation between middle and high school teachers began to address both entrance and exit requirements for math courses at the middle school and for incoming 9th grade students. Courses have now been adjusted so that middle school 8th grade students are enrolled in either an Algebra I course using the same text as high school Algebra I or in an Algebra Readiness course. Coordination and agreement of at least the same mid-term and final exam between middle and high school courses, as well as the same benchmarks assure common outcomes and the same standards-based instruction. Students will enter high school either in Geometry, repeating Algebra I in cases where no progress was realized, or in Algebra I with additional in-class support.

While the initial discussions began in math, core teachers from both schools collaborated to define the same expectations and communicate learning gaps so that teachers could plan more specifically to meet student needs. These meetings proved to be so productive that, as part of this SIG plan, there will be meetings scheduled quarterly to identify transition issues, solve problems as they occur and develop a summer transition program for 2011 that will help students transition to the high school with more skills. This preparation is needed to ensure students are ready to learn in a rigorous but supportive High School environment.

Through specific math discussions, criteria were discussed and pathways described for a student's progression from one math course to the next. Multiple measures for student placement were identified that are designed to promote student success and provide for maximum access for all students. Discussions included problematic criteria that might be assumed to close doors or create obstacles and limit student participation. It was agreed that students taking high school level courses at the middle school would receive high school credit toward both units required for high school graduation as well as the three-

year math requirement. Indications of course completion with grades will be included on each student's transcript. Each course taught at either the middle or high school will be taught by a highly qualified teacher.

Since funding for this grant will not be available in time to implement a significant summer program to support students between middle and high school, the District and High School found an alternative method. In conjunction with an agreement for College Board Programs, UC Merced has partnered with the District to support and promote a comprehensive college awareness program. Through this partnership, funding will be provided to support middle and high school students in math, including Algebra I and Geometry support. Students will be identified by the middle school and these students will be tracked in the data system for two years to determine long term impact of this program. This summer program will be focused on the skills and concepts necessary for success in whichever freshman math course appropriate for students. The goal for the next year is to have every freshman enrolled in Algebra I, Geometry or a more advanced class. Support throughout the summer is essential for an increased percent of students to be successful during their first year of high school.

To further enhance opportunities for students and promote the culture of high achievement, expansion of a program similar to the partnership with UC Merced will be investigated. Partnerships with neighboring colleges and universities to support students in AVID or AVID-like programs focused on intense college-bound programs for middle and high school students. AVID training could be provided for High School teachers not already AVID trained, as well as student partners who could embed AVID strategies within and beyond the school day. The UC Merced partnership has been so successful this year it will be replicated to include more students and parents next year.

The counseling staff and 9th grade teachers are designing a Freshman Studies program to transition at-risk students into the high school. The focus would be on teaching and practicing the essential learning tools needed for success in school: study skills, research skills both in the library and on-line, library skills, note taking specifically Cornell Note strategies, test taking skills, memorization techniques and identification of learning styles. The first semester, a pilot program will be run with one class to work out implementation details and to determine if there is a positive effect on at-risk students.

A four-year plan schedule will need to be developed to assure students' participating in this type of program have sufficient room in their schedule to complete all needed A-G requirements by the end of four years. This class would be a one semester class and would be paired with another one-semester class such as health. AVID strategies and training will be a foundation for the development of this support class.

Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards of graduate.

Data examined this year in preparation for redesigning and writing a new comprehensive plan revealed that a significant number of students are not on track for graduation. Data

indicated 20% of seniors and 14% of juniors are deficient in the number of credits needed to qualify for graduation. As the numbers were analyzed, the need for alternative pathways became obvious for many students to graduate on time with their class. With the elimination of summer school last year and simultaneously the lost opportunity to make up failed courses, more students were facing the need to get back on track. An on-line credit recovery program was put in place as an after school resource for students. The computer lab was monitored and students advised and monitored throughout the program. However, credit recovery is only one pathway. A plan needs to be put in place earlier in the school year to identify students early and get them on track for graduation.

Next year, by using the new District data system, student grades and progress reports will be monitored starting at the five week point when students' learning needs will be identified. Criteria for identification of students to participate in after school support programs will be determined by the start of school and students will be assigned and encouraged to attend these classes until issues are resolved. Students will be identified using multiple criteria: CST scores, grades, teacher input, CAHSEE scores, etc. Most of the classes will be 4-6 weeks in length. These after school academies or support programs will be implemented starting the fourth week of school to support students having learning issues that cannot be remedied within the classroom. These academies/support classes for 10th grade students or those who have not passed one or both portions of the CAHSEE exam will be focused on CAHSEE preparation and practice. Other classes that support English and Math will provide additional standards-based instruction and practice, support for homework and make up work, individualized strategic tutoring by teachers and AVID tutors, specific skill support using standards aligned materials and practice, and test review and preparation. High school teachers or other teachers in the District could apply to teach these after school classes. Teachers with expertise in specific learning strategies would be very qualified to teach these support sections even if they are not currently teaching at the high school.

ADDITIONAL SUPPORT FOR ACADEMIC ACHIEVEMENT, STUDENT ENGAGEMENT AND PARENT INVOLVEMENT

SCHOOL LIBRARY:
More than 60 research studies throughout the nation have shown that students in schools with good school libraries learn more, get better grades, and score higher on standardized tests than their peers in schools without libraries. Douglas Achterman's, *Haves, Halves and Have-nots: School Libraries and Student Achievement,* found that the greater the number of library services offered, the higher students' scores tended to be. "On the U.S. History test, the library program is a better predictor of scores than both school variables and community variables, including parent education, poverty, ethnicity, and percentage of English language learners." [1]

School libraries have evolved from simply providing print materials to offering rich

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[1] Achterman, D. "Haves, Halves and Have-nots: School Libraries and Student Achievement." University of North Texas, Denton, 2008 (doctoral dissertation).

selections of print, media, and digital resources; from teaching students how to search a card catalog to teaching students strategies for searching a variety of print, media and digital resources; from teaching basic reading literacy to teaching information literacy (the ability to access, evaluate, use and integrate information and ideas effectively).

The 2010 California Model School Library Standards for Students incorporate information literacy skills in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.

The McFarland High School library currently has only 10,000 books and 36 periodicals including local and regional newspapers. Many of the books have copyright dates beyond the twelve year recommended limit. The new draft of California Library Standards K-12 recommends 25,000 books for a High School library with at least two on-line subscription services for both periodicals and reference materials. McFarland High School library should be the resource center for the school as well as the community. Hours of operation will be increased to provide time beyond the school day for research, investigation and access on print and on-line material. A plan will be developed to increase the collection and resource availability for students for 2010 and beyond. The principal will identify members for a committee that includes the librarian, teachers, students and parents in September, 2010 who will be responsible for the development of a plan to add books and on-line resources to the library as well as determining additional student, parent and community needs. This plan will be completed by January and implementation will begin by February 2011.

Increasing Learning Time and Creating Community-Oriented Schools

REQUIRED: *Establish schedules and strategies that provide increased learning time.*

McFarland High School is committed to increasing learning and achievement for ALL students and will focus directly on increasing learning time toward that end. This will mean:
1. Restructuring the school day,
2. Defining and refining daily instructional time school-wide,
3. School-wide accountability for attendance, bell-to-bell teaching, and engaged learning,
4. Ongoing assessment of students for timely and appropriate placement in core and intervention instruction programs,
5. Routine data analysis and monitoring of student progress and problems to meet needs before they become critical or permanent, and
6. Elimination of instructional interruptions school-wide

Data described earlier in this application and emerging through analysis of District reports confirms significant ongoing issues related to student achievement and performance, many rooted in inconsistent or ineffective implementation of programs in

classrooms, classroom instruction that does not address student needs, as well as systemic issues that fail to monitor and increase attendance and graduation rates, foster participation in rigorous coursework for every student, and support teacher recruitment, development and instructional skills.

Administrators and teacher leaders will assume responsibility for developing a restructured schedule to be implemented for the start of school, 2010. This schedule will eliminate the current 20-minute homeroom and add ten minutes to each class period within the core school day. The current extended first period will be consistent with all other instructional periods and daily announcements will be minimized, communicated by bulletin within the periods without compromising instructional time.

This new bell schedule and associated expectations will specifically and deliberately shape new definitions of daily instructional time within every classroom to ensure engaged and focused lessons that sequence skills and knowledge so that at least 75% of the students can reach mastery. The ultimate goal is to provide instruction and support so that 100% of students master critical California content standards. 2010-11 will focus on high impact instruction within every class and build consistent, high quality implementation of the curriculum. Support beyond the classroom will be the focus of 2011-12 once the core instruction, including strategic support classes is defined, structured and implemented.

New curricula and materials have been adopted, teacher training scheduled, and the master schedule redesigned to provide instruction aligned to state standards, to engage every learner and to foster ongoing professional collaboration practices. These include structured support classes, additional AP classes, and increased counseling support that builds strong transitions and expectations for incoming ninth graders. However, if these efforts are to be implemented consistently across the school, all staff members will also need to be engaged in training, practices, reflection and analysis.

The school year and day will be restructured so that teachers more effectively begin the school year with a focus on course expectations, classroom management protocols and immediate engagement of students with course material, concepts and vocabulary as well as connections to content, one another, and academic goals. Teacher training during the summer, 2010 will provide time and focus to develop common strategies and agreements that minimize or eliminate school-wide absences and tardiness, lengthy review of past courses, tedious homework checks and other instructional impediments that can occur in stereotypical high school classrooms.

Period-by-period instruction will be defined and designed for maximum bell-to-bell instruction in every classroom every day in every subject. Deliberated and documented expectations and agreements will be shared and discussed so that instruction begins immediately at the start of each period and teachers and students are both supported and held accountable for maximizing high impact teaching and learning throughout each period and throughout each day.

The current six-period schedule of 53-minute periods will be restructured to include six 60-63 minute periods. This will be accomplished by eliminating the current lengthened first period which includes 11 additional minutes to provide school wide announcements and a 20-minute homeroom that may have originally been designed for Silent Sustained Reading or monitoring of individual academic goals. This session is typically more focused school wide on individual tutoring or independent work that does not appear to have resulted in higher achievement for individuals or subgroups at risk. The instructional day for teachers will increase from 347 actual instructional minutes to 378 actual instructional minutes. This schedule would be accommodated in the current contractual 7.5 hour work day. (450 minutes) including break, passing periods and lunch. Lunch may be adjusted to be 30 minutes with a 5 minute passing period at the end instead of the current 38 minutes.

EXAMPLE

Bell Schedule	Minutes	2010-2011 Minimum Day Schedule
8:00 AM – 9:03	**1 – 63 minutes**	**1**
5 minutes	**Pass**	**Pass**
9:08 AM – 10:11	**2 – 63 minutes**	**2**
5 minutes	**BREAK**	**BREAK**
5 minutes	**Pass**	**Pass**
10:21 AM – 11:24	**3 – 63 minutes**	**3**
5 minutes	**Pass**	**Pass**
11:29 AM – 12:32	**4 – 63 minutes**	**4**
30 minutes + 5 Passing	**LUNCH + Pass**	**LUNCH**
1:07 PM – 2:10	**5 -– 63 minutes**	**5**
5 minutes	**Pass**	**Pass**
2:15 PM – 3:18	**6 – 63 minutes**	**6**
Structured Support		**Structured Support**

Each period will now be designed to focus on explicit, paced standards that have been collaboratively and sequentially scheduled to prioritize critical standards and effective strategies. Training will ensure that every teacher plans instruction ahead of delivery and includes specific direct instruction strategies, multiple and varied engagement activities for processing and practicing skills. Teachers will assess student knowledge with standards-aligned assessments occurring after students have received appropriate instruction and support to succeed on formative and summative assessments.

During 2010-11, each period will also include a strategic support section of approximately 15 minutes that will focus on differentiated content and strategies for students not yet on track for mastery of key content. This additional time within each class period will be focused on support sessions that will be designed by teachers to respond to and address student needs. Teachers will receive support materials and training during the summer to generate content-specific strategies to help struggling students access and achieve core content. This training will include teachers of non-core and elective classes. Formative

assessment of all students, especially identified subgroups of struggling students, will occur weekly, designed by the teacher. (Assessments will not necessarily be paper pencil or test format. These could include a quiz, oral Q & A, observation or other performance-based assessments.)

The daily schedule currently includes an open campus lunch period of 38 minutes. This will be shortened to 30 minutes and will comply with the current teacher's contract. Site and District teams will carefully consider how the lunch period can be restructured to keep students on campus for engaging, social and relevant activities that connect students to productive, constructive efforts aimed at building a cohesive student body focused on participation and service. Counselors, teacher leaders and students will work collaboratively to plan monthly focus themes and relevant activities to motivate and inspire student connections to school and the community. Service Clubs, (Rotary, Kiwanis, Optimists, Elks, etc.) interest clubs, academic clubs, and others could meet during lunch, plan activities and celebrate successes.

Plans to counter community retailers concerns about reduced business during open lunch hours will be developed to keep learning and connection to the school community at the forefront rather than at the storefront for students. Efforts will be made to collaborate with community businesses to support instructional priorities and service opportunities for students beyond the school day rather than within it.

The weekly and monthly schedule will be modified to be consistent with K-8 sites in this unified district by adjusting daily instructional minutes to provide every staff member with weekly 90-minute professional collaboration time in PLC or collaborative structures. These sessions will be mapped over a month-long period to allow every site teacher to meet with others to analyze data, identify student needs, design high impact instruction, assess routinely and begin the cycle again each month. Teacher teams will continue to focus once each month on:

Wk.	Prof. Collaboration PLC Focus	Participants	Outcome	Monitoring
1	Current Data Analysis, Instructional Planning	Course Alike		
2	Reflection on progress, problems, resources	Depts., Course Alikes		
3	Current Data Analysis (if available), Instructional Planning	Course Alikes		
4	Intervention Support Planning for Struggling Students	Depts., Support Staff		
5	If available, Materials Alignment			

A consulting team will provide training for all District and site administrators and teachers on Data Analysis and the structuring of productive PLC time.

The school year will be extended with a revised Summer School Program in 2011. This program will be designed for two purposes: to create an alternative path to graduation by allowing students to make up credits for failed courses or replace a D grade; and to provide an opportunity for students to take courses required for graduation that would

then allow more room in the fall schedule for other required courses or more electives. The principal will consult with staff in all departments to determine which courses will be provided for make-up and which will be provided for acceleration. These summer courses will provide core and elective credit and need to be taught by a highly qualified teacher. All attempts will be made to not combine two to three years of a subject in one class with one teacher. Teacher recruitment and hiring will be done by the District and will comply with all policies and agreements.

REQUIRED: *Provide ongoing mechanisms for family and community engagement*

The focus of this School Improvement Grant is to create a student centered school that makes decisions and takes actions that are always in the best interest of students. Although rules, policies and regulations often seem to have conflicting components, the focus on what's best for students will be the key criteria for determining programs, practices and actions that promote and support student achievement, exploration and excellence.

The effort on the part of the principal and assistant principal to recognize and celebrate student achievement helped to change the environment throughout the entire school. Quarterly rewards in the form of early lunch release seemed well received and emphasized grades and attendance as positives. Leading by example works well for students and is easy to reinforce. Staff participated and supported the efforts to celebrate and reward students and the culture and climate within the high school was more accepting, positive and focused. This was a great start that will to be continued and expanded during the next school year and beyond. With a group of student and teacher leaders, a plan will be developed in September to recognize students for academics, accomplishments, athletics, and other achievements. The specific reward or recognition will need to be determined and events scheduled to celebrate before peer and parent audiences. Student recognition at School Board meetings or local City Council meetings with plaques, certificates and or medals will be considered and explored. With additional recognition for "doing the right thing" the school will begin to change the culture and make academic achievement, attendance, participation and excellence the preferred standard.

Students need an opportunity to participate in areas of interest that expand their world and build a background for them beyond school. Recruiting local service clubs to sponsor on-campus clubs is one way to provide this opportunity. Service clubs often provide a sponsor to facilitate discussions, provide opportunities for participation and mentors students in leadership skills. Many of these clubs award scholarships to worthy students who have demonstrated potential and want to pursue higher education. Other opportunities can be created by teachers interested in sponsoring and acting as an advisor for a club that would meet on campus at noon or after school. Stipends for additional clubs sponsored by teachers will be part of this grant and will be added to the topics for discussion with the teachers unit. 10 new clubs will be open for advisory review for the 2010-11 year and will be approved based on clear application criteria developed and approved by the principal. Each advisor receiving a stipend would be

accountable to the principal or designee for meeting all requirements specified in the application.

Parents are the untapped resource in the McFarland community. Given that McFarland is a small High School, there is a limited number of staff available to lead the effort to involve parents in all aspects of the school. When invited, parents turn out in large numbers as evidenced by the attendance in the Parent Empowerment Program. A large turnout necessitated additional presenters and two Spanish and one English session was offered. Half of the 102 parents attended and completed at least six of the nine offered sessions. Parental involvement must be increased and opportunities for parent education planned and scheduled. Parents in the McFarland community turn out when activities are scheduled in the evening to accommodate working family members, when childcare is provided, when sessions are held in English and Spanish, and there is ample notification of the event. The purpose must be made clear and parents that receive a personal invitation respond well.

In order to spark this effort and get greater parent involvement this next year, a part-time Student-Parent Liaison will be hired to implement a comprehensive outreach program. Ongoing mechanisms for parent, family and community involvement in the academic, athletic and social aspects of the school will be designed, scheduled and implemented. The Student-Parent Liaison will work with the counseling office, staff, students and administration to develop a calendar of monthly activities and invite parents to attend. As parent leaders are identified, the Liaison will work with them to plan, invite and include attendees. The goal will be to have parents take over the Liaison role and schedule and plan activities that interest and educate other parents. For this first year, the Liaison will develop a parent education and information series that provides relevant and timely information for parents that is presented by outside experts, staff members, counselors and/or administrators.

McFarland High School has no PTA/PFA or parent support organization. The Liaison will explore the potential for developing this type of organization with a small group of parent leaders. A PTA type organization can plan activities for staff and students, raise funds to provide extras for the school, address issues from parents and the community and involve and engage other parents in the school community. Parent leaders will be recruited to participate in the feasibility study and, if the results are positive, assume the first leadership positions within the organization.

Community involvement needs to expand and the Liaison will be asked to identify ways in which the local business community can be involved and support students and the school. Opportunities for community-student interaction must be explored and developed. Students need internships, apprenticeships, clerkships, work and volunteer experiences while they are in high school. These experiences, while students are still in high school create foundations upon which future decisions can be weighed. Likes and dislikes, mentors and examples and work rules and expectations are all part of the learning and growing-up process. These are very useful and beneficial for students,

especially those raised in a small town.

PROFESSIONAL DEVELOPMENT

Professional Development will be the key to success of this plan. With appropriate training and preparation teachers, administrators and counselors will be able to begin planned and focused efforts to support students in every setting. Summer training is planned in several areas. First, SB472 new textbook training for English and ELD to support English learners and ensure they acquire the English proficiency skills necessary to master academic content and access the core curriculum.

Training will be planned for all core teachers to revise pacing for each subject and develop new standards-aligned benchmarks for each course. Current benchmarks will be reviewed and revised as needed.

Training will be provided on the use of a new data system. Emphasis will be on identifying reports needed for timely information to identify student learning issues. Additional training will be provided by a consulting team on the analysis of data in a collaborative setting. A protocol will be used and teachers will identify leaders for collaborative groups who will be trained in facilitation of data analysis meetings.

All staff will participate in professional development sessions throughout the year focused on increasing the use of high impact strategies in the classroom. Topics for these sessions will include: increasing student engagement, more efficient strategies to check for understanding, raising the rigor through focused questioning, addressing reading comprehension in the high school classroom and direct instruction for maximum learning. These sessions will include specific ideas for implementation in high school classrooms to support student learning.

District and site administrators' professional development will be held throughout the year and focus on strategies to support teacher's implementation of student centered programs in every classroom. Training will be scheduled on observation and feedback protocols that address standards-focused instruction, active student engagement, in-classroom intervention (Tier I RtI), and analysis of student achievement results. Walk-through protocols will be developed and practiced for consistency and quality and coaching will be provided to improve individual teacher skills. The concept of Instructional Rounds will be implemented throughout the District and at the high school. Training, facilitation and coaching will be provided during the summer and throughout the year by a consulting team.

This plan has the highest probability of being implemented, supported and making a difference for the students and staff of the McFarland Unified School District and McFarland High School. The staff of the high school has demonstrated commitment to change and increase the expectations for themselves as well as for students. All efforts will improve the learning environment both within the school setting, throughout the District and within the community. With changing perceptions and increased student

achievement, McFarland can consider next steps that make this a spotlight district and a flagship high school.

iii. Demonstration of Capacity to Implement Selected Intervention Models
Response:

To be able to implement the plan described in the Intervention Model Section II. The District has identified current staff in the District who will provide support to the school site in achieving this educational transformation. The District currently has a math coach and an ELL coach; these coaches will be assigned to assist the staff in designing the initial plans for the beginning of the school year. The school staff will be assisted by the migrant support staff member, Sandra Espinoza, Director of Categorical Programs & Testing. The Director of Technology, David Lopez, will assist the school in the review of data using SchoolCity. The Assistant Superintendent, Kim McManaman will oversee the entire transformation implementation.

The District will continue to fund these positions. The curriculum selected this spring for E/LA and intervention has been paid for through the Instructional Materials funds.

ADDITIONAL RESOURCES NEEDED TO SUPPORT IMPLEMENTATION

1. **2 FTE** - Academic Coaches in English and math to support teachers with subject area teaching strategies, intervention and high impact learning strategies, lesson design, classroom management as well as strategies to address the needs of EL students in the content areas.
2. **1 FTE** – Information Systems Specialist to support the high school as well as the District in disaggregating data, creating and developing timely and relevant reports, creating groups for longitudinal studies, and providing reports to administrators and teachers when needed at least after every benchmark assessment or high stakes test.
3. **2 FTE** – Additional teachers to teach in the English and Science departments. Each individual will fill the openings created by adding electives, creating additional AP courses and providing needed and required support classes for students at-risk.
4. **1 FTE** – Support Counselor focused on college, career and at-risk students. This position has been funded through a grant which sunsets on June 30, 2010. The attention to college preparation and the counseling to support more students on a college track is essential for this community. This counselor works with both students and parents to support access to college information, plan schedules, bring speakers and schedule visitations. In the future, monthly college and career planning will be scheduled for both students and parents. Outreach activities to bring in community and area businesses that would provide on-the-job experiences in the form of internships, apprenticeships and volunteer opportunities for McFarland students will be pursued. College and career nights will be scheduled on campus so parents and students do not have to travel 30 miles or more. Additionally, partnerships with high schools in neighboring

districts will be pursued.

5. **.44 FTE** – Parent Liaison and outreach. There is limited parent participation and no schedule of parent involvement or education activities. This person will plan and organize parent education and volunteer activities to create the partnership between parents and school. Monthly activities will be planned around curriculum, teen issues, college planning, career tracks and summer programs. This person will bring together business and parents to create partnerships that will be productive to the school and enhance the awareness of parents and students. An effort will be started to create a PTA/PFA that would serve the school and plan activities for students.

6. **Professional Development and plan follow-up provided by consultant staff.** Specific administrator training and coaching will focus on improving the quality of support in every classroom. Walk through protocols will be implemented and feedback provided to administrators on a regular basis. Professional development for teachers will be provided focused on high impact instructional strategies and differentiation within the classroom. The consultant staff will assist with writing, building calendars and monitoring the plan throughout the 2010-11 school year. Professional development training for all staff members in RtI.

7. **Library resources** – A committee will develop a plan to increase the number and type of resources available in the library. Additional books, reference material, on-line subscription and data base services, and computer access will be researched, purchased and made available to students by January, 2011 or before. Library hours will be revised to provide access for after school work and inclusion of parent and community access. Associated increases in personnel will be evaluated and this will be included in the planned implementation.

8. **Technology** – Current needs for technology will be evaluated to bring all classrooms into the 21st Century at the high school. Computers, printers and infrastructure needs will be assessed as well as usability, programs on teachers computers will be updated as necessary so that the most current programs are available to teachers within their classrooms. Student computers will also be evaluated updated programs. Each will be updated during the year so that students have access to the most current materials. The need for a mobile computer lab will be investigated since there are only two computer labs on campus available for classroom use during the school day. In addition, updates for other technology within each classroom will be evaluated and include the need for: Lumens, Smart Boards, projectors, speakers, etc.

9. **CAHSEE Ready materials** – CAHSEE preparation and remediation will be the focus for all 10th grade students and 11th and 12th grade students who have not passed one or more sections of the CAHSEE. Materials will be needed in CAHSEE preparation classes as well as in the after school support program that will begin in Fall, 2010.

10. **Staff Funding-** Teachers will be paid for teaching the 2011 and 2012 summer school classes, and after school classes.

11. **Teacher incentives** Teachers will receive incentive pay for taking courses towards a reading specialist certificate or courses in the teaching of English Language learners. Other incentives may be negotiated with the teachers unit for

additional value added teacher components.

iv.   Recruitment, Screening, and Selection of External Providers
Response: The McFarland Unified School District transformation plan will require services from external providers. These services will include direct support for change and reform at the High School, which include pacing guides, professional learning communities, evaluation and creation of assessments, collaboration, calibration and assistance with classroom observations and on-going monitoring of the transformation plan. The District will recruit, screen and select external providers. The process for recruiting will follow established District standards for the selection of professional services providers. The District will screen and interview the qualified providers who provide proposals based on the following criteria: 1. The provider must have either SAIT and/or DAIT credentials and be actively engaged in the delivery of these services. 2. The provider must have exemplary references, as it relates to SAIT/DAIT services. 3. The provider must have worked in at least 2 other schools or school districts and those schools or districts must have made gains in their API scores of a minimum of 50 points in 5 years. 4. The provider must provide the names, professional qualifications and experience of the individuals who will be providing services in the district. 5. The District selection team consisting of the Superintendent, Assistant Superintendent, Curriculum and Instruction lead, High School Principal and ELL consultant will select the provider based on the above criteria. 6. Contracts for consultant services will be entered into for not more than one year, with the option to renew the contract for future years based on performance.

v.   Alignment of Other Resources with the Selected Intervention Models
Response: Available resources for the McFarland High School that will be used to support implementation of the transformation model are Title 1 Basic, Carl Perkins Grant, Agriculture Incentive Grant, Economic Impact Aid and the Paramount Farms Grant. Title

1 funds will be used to provide supplemental support to at-risk students who require intensive intervention. Carl Perkins funds make available resource necessary to support career and technology classes. Economic Impact Aid funds will be used to support additional programs and services for English learners and economically disadvantaged students. Paramount funds support the schools mission of developing a college-bound culture through implementation of College Readiness, PSAT administration, and AP in-service trainings for teachers. In addition, Paramount Farms has partnered with UC Merced to provide an on-site UC Merced counselor who oversees the Parent Empowerment Trainings, UC campus visits and a UC scholars summer program.

Available District Resources for the McFarland High School that will be used to support implementation of SIG are Title II, Part A funds that will be used for recruiting and retaining highly qualified teachers. Title III funds will be used to improve English proficiency for English learner students.

vi.	**Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)**

Response

DAIT recommendations are integrated in the transformation plan for McFarland High School. Key recommendations of DAIT are:

1*. Adopt aligned core curriculum materials and intervention materials.*

McFarland High School, along with the other schools in the District, adopted new math curriculum and implemented the curriculum in the 2009-10 school year. A key component of this plan includes the implementation of the new E/LA curriculum, ELL intervention curriculum and the intensive intervention curriculum.

2*. LEA implementation of materials-based professional development for teachers and administrators in the adopted materials in use in schools.*

McFarland High School math teachers are completing the 80 hours of practicum after the 40 hours of training. E/LA, ELL and intervention teachers are scheduled to attend the SB472 training for the new adoption this summer. The 80 hours of practicum follow-up is also included in the transformation plan for teachers at McFarland High School.

3. *LEA implementation of the nine essential program components.*

The essential program components are detailed in the needs assessment portion of this plan and then in the intervention model is the description of how each of these 9 essential program components will be met.

4. *Improvement in AYP, PI, API relative growth and relative API.*

This plan includes growth goals that meet or exceed the growth required by the DAIT plan. The focus on the areas in the plan to improve student achievement should correlate to increased assessment test achievement

5. *The District should develop a single plan integrating services for all students in a Response to Intervention model.*

This plan includes all of the components for integrating the services, collaboration time for teachers, articulation across grade levels, linking of core classes to support classes and professional development in the Response to Intervention model.

6. *The District should evaluate instructional time and adjust school schedules and master schedules to insure adherence to instructional minutes.*

This plan includes additional minutes per school day so the school will exceed the instructional minute requirements included in the EPCs. The plan includes monitoring of classroom instruction to insure "bell to bell" instruction.

7. *Provide clear, timely two way communication with parents and families regarding student achievement, academic expectations, accountability requirements and support and guidance for their students' academic success.*

This plan includes providing assistance to parents in making stronger connections to their students' academic needs. The plan includes the funding of personnel with the goal of assisting parents and families in moving successfully through the high school programs and planning for their child's college or career education.

8. *For the purpose of building capacity in the District to implement the 9 essential program components, the District and MTA should continue to work collaboratively to explore areas of the content that will support improved student achievement.*

The District and the teachers unit have agreed to begin work on a new teacher evaluation form to meet the needs of this plan. The District and teachers unit have also agreed to extend the school day/year at the high school to meet the needs of all students.

9. *The District should examine all fiscal resources including categorical funds to determine how to expand coaching and instructional assistance for E/LA teachers and mathematics teachers at all grade levels.*

This plan includes the hiring of an E/LA coach with skills in teaching ELL and a math coach. This plan meets this need that the District was not able to fund through its regular budget because of budget cutbacks.

10. *Implement and monitor K-12 math and language arts assessments to ensure all*

school sites are provided with standards-based assessments.

This plan requires assessments on a frequency not less than every six weeks, and collaboration around the data every month and training for teachers in the use of the data system to review and analyze their assessment results.

vii.   Modification of LEA Practices or Policies

Response:
The LEA anticipates the need to modify its current practices in the following areas:

Teacher evaluation practices, instructional minutes, length of the school year, stipends and HQT employment practices. The LEA will enter into negotiations with McFarland Teachers Association (MTA) to revise contract language and/or enter into MOU's regarding the four above mentioned practices. Board Policy will be developed to ensure all teachers are highly qualified and includes attendance of required staff development.

Teacher evaluation practices: The LEA will revise the current teacher evaluation form to include a clearer description of the California Professional Teaching Standards. Student growth will be included as a measure and will be weighted as a significant factor. The LEA will work with MTA to determine appropriate multiple measures that will be used to determine effectiveness. The evaluation process will clearly outline increased "walk-through" observations that will provide teachers with timely feedback.

Instructional minutes: The LEA will enter into an agreement with the MTA that will increase the number of instructional minutes.   The daily instructional minutes will increase from 347 minutes to 378 actual instructional minutes. This increase does not go beyond the current 7.5 daily contracted hours. In addition, the LEA will negotiate to build an agreement with all stakeholders to reduce the number of minutes allowed for lunch from 38 to 30 moving to a closed campus lunch period.

Stipends: The LEA will work with MTA in an effort to provide stipends to those teachers who receive a reading specialist certificate or other form of higher education that will address the needs of the students.   Stipends will also be negotiated for teachers who oversee various clubs and activities before school, after school, or during the lunch period.

HQT employment practices: The LEA will work with MTA to revise current contract language that will move from a seniority based after school and summer school assignment procedure to language that ensures all programs are filled with HQT teachers.

Board Policy: The LEA will develop a board policy that will establish guidelines to ensure all teachers employed by McFarland Unified School District will have EL authorization, subject matter competency, and completion of required SB472 trainings.

| **viii.** | **Sustainment of the Reforms after the Funding Period Ends** |

Response:

The LEA intends to implement a waiver to extend the funding through September 30, 2013.

The following resources will sustain selected intervention models and activities following expiration of the SIG funding period.

Title I funds will be utilized to sustain RTI to ensure support for struggling students within the class period.

Title I funds will be utilized to sustain support for at-risk students and to continue to promote college and career readiness.

Title II funds will be utilized to train new staff members who are hired after the initial implementation year to ensure all teachers participate in professional development to build instructional strategies that enable each to connect specific content with students in their classrooms.

Title II funds will be utilized to sustain Academic Coaches that will provide support in subject matter instruction, intervention, EL strategies and high impact teaching strategies. They will observe classrooms, model lessons, gather resources, coach teachers and provide instructional support.

Paramount Grant funds will be utilized to provide professional development for new AP teachers as well as teachers new to other courses. All AP teachers will commit to supporting students beyond the classroom.

Title I and Paramount Grant funds will provide support to AVID and UC Merced programs so they can be expanded to include more students.

Title I and Title III funds will be used to sustain after-school support programs, interventions and academies. These programs provide opportunities for teachers to work with small groups of students on specific learning needs.

| **ix.** | **Establishment of Challenging LEA Annual School Goals for Student Achievement** |

Response:

McFarland Unified School district has established annual goals for student achievement each year and has published these goals as part of the Local Educational Agency Plan Addendum. The focus has always been to describe in detail what increase in student achievement in Reading/Language Arts and in mathematics will be realized. Last year the goals were to "reduce the percentage of students who score below proficient on both the STAR and CAPA assessments in English/Language Arts and Mathematics by greater than 10%. This percentage has not been realized at in all areas by all subgroups.

For the duration of this SIG three-year process the following goals will be developed and resources allocated to support them. All stakeholders will be included in the development of the action plans that will outline accountability and implementation measures to ensure positive outcomes.

Goal:

McFarland Unified will decrease the percentage of non-proficient students in

English/Language Arts by 10% for All students.

McFarland High School will decrease the percentage of non-proficient students in English/Language Arts by 10% for EL and Hispanic students.

McFarland Unified will decrease the percentage of non-proficient students in math by 10 % for All students.

McFarland High School will decrease the percentage of non-proficient students in math by 10% for EL and Hispanic students.

McFarland High School will provide support for students more than one year below grade level in either reading or math that will have the goal of accelerating growth for each student at the rate of two years growth for one year of instruction. The goal will be to exit students from intervention programs after two years.

The plan will be monitored monthly by both internal district office personnel and site personnel and by the selected external provider. Monthly reviews will be based on scheduled activities and calendared implementation events and will result in a report presented to the Superintendent and School Board. The High School Principal, Assistant Superintendent and Director of Categorical Programs & Testing will be responsible for monitoring elements of the plan and meet monthly to discuss implementation issues. The external provider will be responsible for analysis of quality of implementation as well effects of on-going professional development and will report back to the Superintendent and the board. The Principal is the person most responsible for implementation at the school site with the support of the Assistant Superintendent and Director of Categorical Programs & Testing.

x.	**Inclusion of Tier III Schools (if applicable)**
	Response: Not applicable
xi.	**Consultation with Relevant Stakeholders**

Response:
The district, including school administration, began working with stakeholders regarding this grant on March 8th 2010. The district met with:

McFarland High School Staff and administration on March 8, 2010, April 7, 2010 and April 14, 2010.

McFarland High School Leadership Team on March 11, 2010, April 8, 2010, April 12, 2010 and April 26, 2010.

Parents and Community on April 22, 2010 and May 20, 2010.

DELAC on May 20, 2010.

School Site Council on May 26, 2010.

Union on May 5, 2010, May 17, 2010 and May 20, 2010

DAIT on March 16, 2010, May 18, 2010.

McFarland School Board on May 25, 2010.

At each meeting District and/or school leadership presented the data about the High School's lack of progress and the possible intervention models. Input was solicited from each group and recorded regarding the areas they believed the high school needed to address to assist students who were struggling and students who wanted to attend college or continuing education. Parent and community groups were also asked how to better involve parents and community. All parent and community suggestions were incorporated into the plan. The 4 intervention models were discussed and after looking at the needs of the school each group selected the transformation model as the best option for the District.

Feedback from the groups was categorized into areas and is included in the needs analysis portion and the intervention model selected portion of this plan.
Items were added and deleted from the plan based on the ideas and feedback from each meeting. The plan includes these items suggested by stakeholders:

1.   More AP classes for students.
2.   Purchase new curriculum for E/LA and ELL.
3.   Coaches for math and E/LA.
4.   Assistance in creating assessments and data analysis assistance.
5.   College and career information provided for students and parents.
6.   More rigorous high school classes.
7.   More A-G electives.
8.   Parent liaison.
9.   Incentives for student attendance and grades.
10. Technology for library and classrooms.
11. More professional development for teachers including RtI and ELL.
12.   Strong teachers.

*Minutes and agendas are located in Appendix B

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: McFarland Unified School District	
County/District (CD) Code: 15-73908	
County: Kern	
LEA Contact: Kim McManaman	Telephone Number: 661-792-3081
E-Mail: kmcmanaman@mcfarland.k12.ca.us	Fax Number: 661-792-2447
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	0	0	0
2000–2999	Classified Personnel Salaries	0	0	0
3000–3999	Employee Benefits	0	0	0
4000–4999	Books and Supplies	0	0	0
5000–5999	Services and Other Operating Expenditures	120,000	120,000	120,000
6000–6999	Capital Outlay	0	0	0
7310 & 7350	Indirect Costs	9,600	9,600	9,600
Total Amount Budgeted		129,600	129,600	129,600

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: McFarland High School	
County/District/School (CDS) Code: 15-73908-1534155	
LEA: McFarland Unified School	
LEA Contact: Kim McManaman	Telephone Number:661-792-3081
E-Mail: kmcmanaman@mcfarland.k12.ca.us	Fax Number: 661-792-2447
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	541,945.20	541,945.20	541,945.20
2000–2999	Classified Personnel Salaries	56,773.00	56,773.00	56,773.00
3000–3999	Employee Benefits	155,218.68	155,218.68	155,218.68
4000–4999	Books and Supplies	75,000.00	75,000.00	75,000.00
5000–5999	Services and Other Operating Expenditures	95,000.00	95,000.00	95,000.00
6000–6999	Capital Outlay	0	0	0
7370 & 7380	Transfers of Direct Support Costs	73,914.95	73,914.95	73,914.95
Total Amount Budgeted		997,851.83	997,851.83	997,851.83

Budget Narrative Instructions

Instructions for Completing Budget Narrative

Use the LEA and school budget narrative forms to describe the costs associated with each activity reflected in the budget. Please include both school and district level budget forms. A general description of activities and their corresponding range of object codes are provided below. See the complete list of object codes on page 41.

Activity	Object Codes
For all personnel, include number of full-time equivalent (FTE) employees, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.	1000–2999
Benefit costs charged to this program must be proportionate to the salary charged to the program. Costs for PERS reduction must be identified separately.	3000–3999
Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example, general office supplies at $100 per month x 20 months = $2,000.	4000–4999
Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the School restructuring plan.	5000–5999
Capital outlay costs are allowable under this sub-grant. Please provide detail describing how the expenditure supports the action plan.	6000–6999

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code

1 FTE Instructional Consultant – Learning Plus Associates for 45 days @ $2,666 per day
• Facilitate a two-three day Professional Development Retreat for all district leaders
• Focus on topics:
  ○ Change and how to manage it
  ○ High impact strategies and how to support
  ○ Strategies to address continuing effective efforts
  ○ Strategies to address continuing effective efforts
  ○ Strategies to cope with new efforts that change direction and processes
  ○ Train leaders and others in the PLC process as leaders and as facilitators to develop high level collaboration and a setting for problem solving
  ○ Train administrators on Data Analysis protocol and analysis of state data
• Build knowledge and design practices on:
  ○ High quality schools, classrooms and teachers
  ○ Agreements on walk-through protocols, feedback and support strategies
  ○ Agreements, commitment and schedules for Instructional Rounds
• Present high impact strategies present in all high performing schools and classrooms
  ○ Build leaders capacity to observe, lead, support and provide feedback on each area
• Provide training on using reports generated from the new data system. Identify which reports and what conclusions could be determined.
 	
Additional follow-up during the year to support the instructional focus:
• Leadership training:
  ○ District level training on high impact strategies
  ○ In-depth training and follow-up practice on data driven PLCs that lead to action steps that make a difference
  ○ Focus on consistent implementation, support for quality teaching and strategies that impact student learning.
• Project oversight and plan monitoring on a once a month schedule with feedback to the district and school site.
• District level coaching and management support
• Plan development, writing, collaboration and presentation
	$120,000	5800

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: McFarland High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
2 FTE – Academic English and Math Coach @ 214 days = salary - $108,513, benefits - $39,974.00	$108, 513	1100
• Academic Coaches in English and math to support teachers with subject area teaching strategies, intervention and high impact learning strategies, lesson design, classroom management as well as strategies to address the needs of EL students in the content areas.	$ 39,974	3000
1 FTE – Support Counselor @ 204 days = $80,321.04, benefits - $21,723.59	$ 80, 321	1100
• Support Counselor focuses on college, career and at-risk students. This position has been funded through a grant which sunsets on June, 2010. The attention to college preparation and the counseling to support more students on a college track is essential for this community. This counselor works with both students and parents to support access to college information, plan schedules, bring speakers and schedule visitations. In the future, monthly college and career planning will be scheduled for both students and parents. Outreach activities could bring in community and area businesses that would provide on-the-job experiences in the form of internships, apprenticeships and volunteer opportunities for McFarland students. College and career nights will be scheduled on campus so parents and students do not have to travel 30 miles or could be in partnership with high schools in neighboring districts.	$ 21,723.59	3000
2 FTE – English and Math Teacher @ 184 days salary = $95,164.00 , benefits = $37,893.00	$95,164.00	1100
• Additional teachers to teach in the English and Science departments. Each individual will fill the openings created by adding electives, creating additional AP courses and providing needed and required support classes for students at-risk.	$37,893.00	3000
Principal @ 10 days = $4,868.00 (salary) and $554.95	$9,736.00	1300
Vice-principal @ 10 days = $4,868.00 (salary) and $554.95	$1,109.90	3000
• Project oversight and plan monitoring, plan development and attend staff development.		

1 FTE – Information Systems Specialist @ 11 months Salary = $36,003.00, benefits $21,575.87 • Information Systems Specialist to support the high school as well as the District in disaggregating data, creating and developing timely and relevant reports, creating groups for longitudinal studies, and providing reports to administrators and teachers when needed at least after every benchmark assessment or high stakes test.	$ 36, 003.00 $21,575.87	2900 3000
0.44 FTE – Parent Liaison and Outreach @ 180 days. Salary = $9,293.00, Benefits = $2,078.84 • Parent Liaison and outreach. There is limited parent participation and no schedule of parent involvement or education activities. This person will plan and organize parent education and volunteer activities to create the partnership between parents and school. Monthly activities will be planned around curriculum, teen issues, college planning, career tracks and summer programs. This person will bring together business and parents to create partnerships that will be productive to the school and enhance the awareness of parents and students. An effort will be started to create a PTA/PFA that would serve the school and plan activities for students.	$ 9, 293.00 $2,078.84	2900 3000
0.44 FTE – Library Technician @ 200 days Salary = $ 8,477.00, Benefits = $1,896.30 • Library Technician will assist the librarian. Due to the assistance, the hours of operation must be increased to provide time beyond the school day for research, investigation and access on print and on-line material. A plan must be developed to increase the collection and resource availability for students for 2010 and beyond. Purchase library books @ $50,000.00 • A committee will develop a plan to increase the number and type of resources available in the library. Additional books, reference material, on-line subscription and data base services, and computer access will be researched, purchased and made available to students by January,	$8,477.00 $1,896.30 $50,000.00	2200 3000 4300

2011 or before.		
4 Staff Development Days for Teachers – 3 days @ $275 = salary $33,000.00, benefits $3,762.00	$ 33,000.00	1100
• Specific administrator training and coaching will focus on improving the quality of support in every classroom. Walk through protocols will be implemented and feedback provided to administrators on a regular basis. Professional development for teachers will be provided focused on high impact instructional strategies and differentiation within the classroom. The consultant staff will assist with writing, building calendars and monitoring the plan throughout the 2010-11 school year. Professional development training for all staff members in RtI.	$3,762.00	3000
1 FTE Instructional Consultant – Learning Plus Associates for 20 days @ $2,500 per day • Training and orientation of Academic Coaches specifically related to high impact teaching and student engagement strategies as well as in-class differentiation and small group instruction. • Build blueprints and revise or redesign subject area benchmark assessments for ELA, math, history and science. • Provide training for all staff on PLC protocol for data analysis. • Work with new Information Systems Technology Specialist on determining what reports will be most useful to teachers and administrators. • Present high impact strategies present in all high performing school and classrooms.	$50,000.00	5800
1 FTE Instructional Consultant – Total Schools Solution for 10 days @ $2,500 per day • The consultant staff will assist with writing, building calendars and monitoring the plan throughout the 2010-11 school year.	$25,000.00	5800
Increase of instructional minutes – 30 minutes @ $19 x 40 teachers = salary - $106,400.00, benefits - $12,129.60	$106,400.00	1100
• The school year and day will be restructured so that teachers more effectively begin the school year with a focus on course expectations, classroom management protocols and immediate engagement of students with course material, concepts and vocabulary as well as	$12,129.60	3000

connections to content, one another, and academic goals.		
10 Summer School Teachers @ approximately $300 per day for 30 days = salary - $90,000.00, benefits - $10,260.00	$90,000.00 $10,260.00	1100 3000
Purchase instructional materials for summer school @ $10,000.	$10,000.00	4300
Hire summer school principal to oversee program @ approximately $400 per day for 30 days = $12,000 (salary) and $1,368.00 (benefits).	$12,000.00 $1,368.00	1300 3000
Hire summer school clerk to assist with student enrollment and attendance accounting @ approximately $100 per day for 30 days = $3,000 (salary) and $671.10 (benefits).	$3,000.00 $671.10	2900 3000
• The school year will be extended with a revised Summer School Program in 2011. This program will be designed for two purposes: to create an alternative path to graduation by allowing students to make up credits for failed courses or replace a D grade; and to provide an opportunity for students to take courses required for graduation that would then allow more room in the fall schedule for other required courses or more electives. The principal will consult with staff in all departments to determine which courses will be provide for make-up and which will be provided for acceleration. These summer courses will provide core and elective credit and need to be taught by a highly qualified teacher.		
10 Extra-duty Teachers for Support Program @ $6,811.20 (salary) and $776.48 (benefits). • Stipend for Certificated Staff to teach before and after-school support programs to ensure student success based on identification on specific student needs.	$6,811.20 $776.48	1100 3000
Purchase instructional materials for CAHSEE classes, support classes and before and after-school classes @ $15,000.00 • CAHSEE preparation and remediation must be the focus for all 10th grade students and 11th and 12th grade students who have not passed one or	$15,000.00	4300

more sections of the CAHSEE. Materials will be needed in CAHSEE preparation classes as well as in the after school support program that will begin in Fall, 2010.		
To further enhance opportunities for students and promote the culture of high achievement, expansion of a program similar to the partnership with UC Merced will be investigated. Partnerships with neighboring colleges and universities to support students in AVID or AVID-like programs focused on intense college-bound programs for middle and high school students. AVID training could be provided for HS teachers not already AVID trained as well as student partners who could embed AVID strategies within and beyond the school day.	$20,000.00	5200

Object of Expenditure Codes
School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial

reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales (call 1-800-995-4099).

1000–1999 Certificated Personnel Salaries
1100 Certificated Teachers' Salaries
1200 Certificated Pupil Support Salaries
1300 Certificated Supervisors' and Administrators' Salaries
1900 Other Certificated Salaries

2000–2999 Classified Personnel Salaries
2100 Classified Instructional Salaries
2200 Classified Support Salaries
2300 Classified Supervisors' and Administrators' Salaries
2400 Clerical, Technical, and Office Staff Salaries
2900 Other Classified Salaries

3000–3999 Employee Benefits
3101 State Teachers' Retirement System, certificated positions
3102 State Teachers' Retirement System, classified positions
3201 Public Employees' Retirement System, certificated positions
3202 Public Employees' Retirement System, classified positions
3301 OASDI/Medicare/Alternative, certificated positions
3302 OASDI/Medicare/Alternative, classified positions
3401 Health and Welfare Benefits, certificated positions
3402 Health and Welfare Benefits, classified positions
3501 State Unemployment Insurance, certificated positions
3502 State Unemployment Insurance, classified positions
3601 Workers' Compensation Insurance, certificated positions
3602 Workers' Compensation Insurance, classified positions
3701 OPEB, Allocated, certificated positions
3702 OPEB, Allocated, classified positions
3751 OPEB, Active Employees, certificated positions
3752 OPEB, Active Employees, classified positions
3801 PERS Reduction, certificated positions
3802 PERS Reduction, classified positions
3901 Other Benefits, certificated positions
3902 Other Benefits, classified positions

4000–4999 Books and Supplies
4100 Approved Textbooks and Core Curricula Materials
4200 Books and Other Reference Materials
4300 Materials and Supplies
4400 Noncapitalized Equipment
4700 Food

5000–5999 Services and Other Operating Expenditures
5100 Subagreements for Services
5200 Travel and Conferences
5300 Dues and Memberships
5400 Insurance

Object of Expenditure Codes, Page 2

5000–5999 Services and Other
5500 Operations and Housekeeping Services

5600 Rentals, Leases, Repairs, and Noncapitalized Improvements
5700–5799 Transfers of Direct Costs
5710 Transfers of Direct Costs
5750 Transfers of Direct Costs—Interfund
5800 Professional/Consulting Services and Operating Expenditures
5900 Communications

6000–6999 Capital Outlay

6100 Land
6170 Land Improvements
6200 Buildings and Improvements of Buildings
6300 Books and Media for New School Libraries or Major Expansion of School Libraries
6400 Equipment
6500 Equipment Replacement
6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000–7499 Other Outgo

7100–7199 Tuition
7110 Tuition for Instruction Under Interdistrict Attendance Agreements
7130 State Special Schools
7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools
7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200–7299 Interagency Transfers Out
7211 Transfers of Pass-Through Revenues to Districts or Charter Schools
7212 Transfers of Pass-Through Revenues to County Offices
7213 Transfers of Pass-Through Revenues to JPAs
7221 Transfers of Apportionments to Districts or Charter Schools
7222 Transfers of Apportionments to County Offices
7223 Transfers of Apportionments to JPAs
7281 All Other Transfers to Districts or Charter Schools
7282 All Other Transfers to County Offices
7283 All Other Transfers to JPAs
7299 All Other Transfers Out to All Others

7300–7399 Transfers of Indirect Costs (Effective 2008-09)
7310 Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund
7370 Transfers of Direct Support Costs (Valid through 2007-08)
7380 Transfers of Direct Support Costs—Interfund (Valid through 2007-08)

7430–7439 Debt Service
7432 State School Building Repayments
7433 Bond Redemptions
7434 Bond Interest and Other Service Charges
7435 Repayment of State School Building Fund Aid—Proceeds from Bonds
7436 Payments to Original District for Acquisition of Property
7438 Debt Service—Interest
7439 Other Debt Service—Principal

SIG Form 6–General Assurances and Certifications

General Assurances
(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	McFarland Unified School District
Authorized Executive:	Kim McManaman, Assistant Superintendent
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

❑ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

❑ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

❑ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	PROJECTED COST
						INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		
McFarland High	1534155	624230	x						x			$1,126,651.83 per year

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: _____ Tier: I or II (circle one)

Intervention Model: □ Turnaround □ Restart □ Closure X Transformation

Total FTE required: _____LEA ___6.88___ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
IP	1. Adopt new English standards-aligned and CDE approved.	April 2010	0	0	Kern COE Committee of teachers, coaches and administrators	Sandra Espinoza
PD	2. Teacher textbook training SB 472 for Pearson, Literature and Hampton Brown, Edge.	Summer 2010	0	0	Kern COE or other SB 472 provider	Sandra Espinoza
PD	3. Teacher training in ELPD.	Summer 2010	0	0	Kern COE	Sandra Espinoza
PD	4. Train and work with teachers to pace standards for use with new textbooks.	Summer 2010	13,970.25	0	Consultant	Kim McManaman
SD	5. Develop three standards-aligned benchmark assessments for use in English core and Intervention classes.	Summer 2010	13,970.25	0	School City Information System Consultant	Kim McManaman Sandra Espinoza David Lopez
IP	6. Purchase standards-aligned materials for use in support classes and to support practice and independent student work.	Summer 2010	10,000	0	Various publishers including Pearson, Sopris, LPA	Sandra Espinoza
SD	7. Review and develop new benchmark assessments for core classes in math, science and history/social science.	Summer 2010	13,970.25	0	School City Information System Consultant	Kim McManaman Sandra Espinoza David Lopez
PD	8. Recruit and hire two academic coaches to support teachers in English and math with expertise in these subject areas as well as high impact teaching strategies for EL and all students.	Summer 2010	148,487	0	Current staff, job fairs, Ed-Join, Kern COE, referrals	Kim McManaman
TA	9. Train coaches and provide orientation for the two academic coaches in duties, responsibilities and high impact strategies, observation and feedback.	Summer 2010	13,970.25	0	Consultant	Kim McManaman 50

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SD	10. Contract for a new student data information system provided by School City.	Summer 2010	0	0	School City staff and Director of Technology	Kim McManaman David Lopez Sandra Espinoza
PD TA	11. Schedule training for key grade level teachers to facilitate smooth benchmark construction.	June 1, 2010	13,970.25	0	School City staff and Director of Technology	Sandra Espinoza David Lopez
PD SD TA	12. Schedule training for key staff at each school site on the use of the new student information system and identification of key reports.	Summer 2010	13,970.25	0	School City staff and Director of Technology	Sandra Espinoza David Lopez
PD SD	13. Training for MHs staff and administrators on data analysis and collaborative planning for intervention and increasing student standard's mastery in a PLC format.	Fall 2010	10,845.90	0	Data System Information System Specialist	Kim McManaman New High School Principal, Information System Specialist
SD	14. Schedule collaborative data analysis PLCs throughout the year no later than two weeks after each benchmark assessment.	September, 2010	0	0	Principal Leadership Team	Kim McManaman Sandra Espinoza David Lopez
ILT FCE	15. Publish and communicate the new master bell schedule to students, parent and the community.	August, 2010	0	0	Principal, Assistant Principal, Counselors	Principal
SD	16. Recruit and hire an Information Systems Specialist to serve the district as well as the high school in disaggregating, distributing and developing relevant data reports for district leaders, administrators, and teachers.	August, 2010	57,578.87	0	Ed-Join, Kern COE, Consultant, recommendations	Kim McManaman
ILT	17. Build agreement with all stakeholders, the Board of Education and the teacher's union for the increased instructional minutes and new bell schedule.	July-August, 2010	118,529.60	0	Teacher's contract, key staff and administration	Gabriel McCurtis Kim McManaman
IP	18. Teacher's meeting to identify in-class supports and interventions that will be provided by each teacher.	September, 2010	0	0	Academic coaches, key teachers, administrators	Principal and Assistant Principal

PD TA	19. Provide training for teachers on successful and high impact supports that can be used in high school classrooms.	September - June 2010-2011	13,970.25	0	Consultant, Kern COE and other academic and strategy providers	Principal with support from academic coaches
PD TA	20. Provide training for administrators to identify criteria for support in classrooms and how to provide guidance and targeted feedback.	September - June 2010-2011	0	120,000	Consultant, Kern COE and other providers	Kim McManaman
PD	21. Develop the list of Classroom and Teacher Preparation along with the list of Student Preparation.	June, 2010	0	0	MHS Leadership Team	Principal and Assistant Principal
IP	22. Determine the set of materials to be purchased for each student and order them in order to supply the required Student Preparation materials for each student by the start of school.	June, 2010	15,000	0	Key teachers, counselors and AVID catalogs	Principal and Assistant Principal
IP	23. Research supplemental programs that could be used at MHS in Phase 2 to support students beyond the classroom. Arrange visits and collect information.	September - December, 2010	0	0	Counselors, CDE resources, referrals,	Principal, counselors, academic coaches
IP	24. Present a proposal for Tier 2 RtI models to the MHS staff to be considered for implementation in Fall, 2011.	January, 2011	0	0	Counselors, CDE resources, referrals,	Principal, counselors, academic coaches
IP ILT	25. Re-design the master schedule to increase rigor and provide access and equity by adding new AP courses.	April, 2010	0	0	Leadership Team, key teachers, principal, assistant principal,	Principal and Assistant Principal, counselors
PD	26. Provide training for all new AP teachers and refresher training for AP teachers who have not taught the course for some time.	Summer 2010	0	0	AP College Board, Kern COE	Principal and Assistant Principal, counselors
IP ILT	27. Re-design the master schedule to increase the number and type of electives that satisfy the UC A-G requirements.	April, 2010	0	0	Leadership Team, key teachers, principal, assistant principal, coach.	Principal and Assistant Principal, counselors

PD	28. Provide training for all new elective teachers and refresher training for elective teachers who have not taught the course for some time.	Summer 2010	13,970.25	0	, Kern COE and other instructional specialist providers	Principal and Assistant Principal, counselors
IP	29. Recruit and hire two additional FTE teachers to provide instruction and allow for the additional courses in the schedule. One teacher in English and one in Math.	Summer 2010	133,057	0	Ed-Join, Kern COE,	Kim McManaman
SD	30. Schedule incoming 9th grade students into the appropriate math course based on agreed upon multiple measures criteria.	June, 2010	0	0	Middle school math teachers and high school math teachers	Principal and counselors
SD	31. Schedule appropriate core classes and coordinating support classes to be taught by the same teacher. Schedule students with identified needs into both classes.	July-August, 2010	0	0	Counselors	Principal and counselors
SD	32. Design the common mid-term and final exam for Algebra I to be used at both the HS and middle school for all Algebra I full year programs.	August, 2010	0	0	Middle school math teachers and high school math teachers	Middle school principal and HS principal
ILT	33. Schedule quarterly articulation meetings between middle school and HS core departments to identify issues, solve problems, clarify expectations and plan for summer transition programs.	September - June 2010-2011	0	0	Middle school and High school core department teachers	Middle school principal and HS principal
	34. Adjust the high school student transcript to reflect high school credit for math courses Algebra I and Geometry taken at the middle school in 7th or 8th grade. Full credit for high school math will be given to student who take and pass these courses taught by a highly qualified teacher.	October, 2010	0	0	Counselors and registrar	Principal and counselors

ILT	35. Plan the 2010 summer school program to support 8th to 9th grade students in both Algebra I and Geometry to ensure HS success.	June, 2010	20,000	0	UC Merced, middle school teachers and HS teachers	Middle school principal and HS principal
IP	36. Investigate the expansion of the UC Merced partnership or create a similar program by partnering with other IHEs.	October - March, 2011	0	0	Counselors, Principal and Assistant Principal	Principal and counselors
SD IP	37. Design a one-semester Freshman Studies Pilot to be scheduled for the fall semester 2010. Evaluate the success at the end of the semester and follow the students for two years.	July-August, 2010	0	0	Counselors and key teachers	Principal and counselors
FCE	38. Develop several sample four-year schedules for distribution and presentation to students and parents in counseling sessions starting with 9th grade students. Assure room in each schedule for meeting all A-G requirements, added electives and/or a Freshman Studies program.	September - October 2010	0	0	Counselors, other high schools, high school networks	Principal and counselors
SD	39. Develop the reports to identify students at-risk of not succeeding in each class by at least the five week period.	August, 2010	0	0	Technology Information Specialist and counselors	Principal and counselors
ILT	40. Determine the number and type of after school academies that will be scheduled for short term targeted student support. Identify and recruit staff and students.	September, 2010	7,587.68	0	Teachers, principal, counselors	Principal, Kim McManaman
FCE	41. Identify members of a committee the will include parents and students to develop a plan to expand resources in the HS library.	September, 2010	10,373.30	0	Librarian, parents, teachers, students CA Library Standards	Principal and Assistant Principal
IP	42. Select new materials for purchase, subscription, or loan to build and enhance the current collection in the HS library.	February 2011	50,000	0	Librarian, parents, teachers, students CA Library Standards	Principal and Assistant Principal

ILT	43. Investigate a plan to redesign the lunch time exploring the concept of a closed campus beginning in 2011.	November - April, 2011	0	0	Key teachers, counselors, administrators, security officer, police, community representatives, parents and students	Principal
IP	44. Design the models for in-class support time and differentiation, small group learning, individualized targets and tailored assignments.	August - March, 2011	0	0	Consultant, Kern COE and other instructional specialist providers	Principal
ILP	45. Plan and design the summer school program for 2011 and determine the number and criteria for course offerings aimed at remediation or make-up classes and acceleration or taking courses to make room in a schedule for other courses.	November - March, 2011	17,039.10	0	Key teachers, counselors, academic coaches, district representatives	Principal and counselors
ES	46. Determine the criteria for summer school teachers that may include the requirement for highly qualified teachers to teach courses giving core content credit.	January-February 2011	0	0	Key teachers, union representatives, district representatives	Kim McManaman
IRR	47. Recruit and hire teachers for summer school and publicize course offerings and recruit students.	May-June, 2011	90,260	0	Counselors and District HR.	Kim McManaman and counselors
FCE	48. Develop a student recognition and reward system that acknowledges accomplishments, provides multiple opportunities for students to be recognized and emphasizes the values important to academic success.	September 2010	0	0	Principal, counselors, students and parents	Principal and counselors
FCE	49. Develop additional opportunities for student participation in on-campus clubs, service organizations and interest groups. 10 clubs will be started in Spring 2011	October - January 2011	0	0	Teachers, counselors, parents, community, students	Principal and Assistant Principal

IRR	50. Recruit teachers and others to sponsor, lead and mentor students in the club, interest or service organizations.	January 2011	0	0	Teachers, counselors, parents, community, students	Principal and Assistant Principal
FCE	51. Recruit and hire a Student-Parent Liaison to support greater parent involvement and create parent participation and education programs.	September 2010	11,371.84	0	Principal and School Site Council	Principal and Kim McManaman
FCE	52. Plan and schedule parent events and participation opportunities throughout the year.	September - June 2011	0	0	Student-Parent Liaison	Principal and Student-Parent Liaison
FCE	53. Recruit parents to investigate the potential and possibility of a parent support group like a PTA/PFA	November 2011	0	0	Student-Parent Liaison SSC and other parents	Principal and Student-Parent Liaison
IP	54. Recruit and hire a Support Counselor who will focus on students at-risk, college and career counseling and including more students in high expectations and college access.	August, 2011	102,044.59	0	Principal and district HR Ed-Join	Kim McManaman
SD	55. Assess current classroom technology to ensure up-to date equipment, computers and printers that work with current software and internet access.	October - January 2011	0	0	Director of Technology and Information System Specialist Technology standards	Director of Technology and Kim McManaman
IP	56. Purchase CAHSEE Readiness and Preparation materials for all 10th grade students and those 11th and 12th grade students who have not yet passed one or more tests.	August, 2011	10,000	0	Standards Plus and other preparation CAHSEE aligned materials	Principal

SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: _____LEA _____ School _____ Other

Services & Activities	Timeline	Projected Costs School	LEA	Other Resources	Oversight (LEA / School)

Appendix A: SIG Rubric

| School Improvement Sub-grants Application |
| Section 1003(g) of the Elementary and Secondary Education Act (ESEA) |

| Rubric – LEA SIG Application |

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
i. Needs Analysis LEA describes the process and findings of the needs assessment conducted on each school it commits to serve and the evidence used to select the intervention model to be implemented at each school. The description includes: • assessment instruments used • LEA and school personnel involved • process for analyzing findings and selecting the intervention model • findings on use of state-adopted standards-aligned materials and interventions	The narrative includes a thorough and complete overview of the process used to assess schools, including specific instruments used, and multiple data elements cited. The narrative identifies a variety of qualified LEA, school, parents, and community stakeholders providing a range of perspectives involved in collecting and analyzing school data. The narrative describes a specific and effective process for analyzing assessment findings, including meetings of appropriate LEA and school personnel and school advisory groups to review the findings and provide input on the needs analysis.	The narrative includes a general overview of the process used to assess schools, including specific instruments used, and multiple data elements cited. The narrative identifies LEA, school, and community stakeholders involved in collecting and analyzing school data, with a description of their level of involvement. The narrative describes a process for analyzing assessment findings, including a basic description of how LEA and school personnel and school advisory groups reviewed the findings and provided input.	The narrative includes limited information on the process used to assess schools, including specific instruments used, and multiple sources cited. The narrative does not identify appropriate LEA, school, and community stakeholders involved in collecting and analyzing school data. The narrative does not sufficiently describe a process for analyzing assessment findings.

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
○ curriculum pacing and instructional time ○ Amount and types of staff PD, collaboration, and instructional support ○ use of student data, alignment of resources, and staff effectiveness	The narrative includes discrete and specific findings concerning all of the areas listed in the RFA that led to the selection of the intervention.	The narrative includes basic findings concerning all of the areas listed in the RFA that led to the selection of the intervention	The narrative does not include findings concerning all of the areas listed in the RFA that led to the selection of the intervention.
ii. Selection of Intervention Model The LEA's rationale for its selection of the intervention model for each school is stated clearly and is correlated to the needs analysis for that school.	The narrative reflects a logical and well organized process for selecting the intervention model. The rationale for the selection demonstrates a solid connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.	The narrative describes a basic process for selecting the intervention model. The rationale demonstrates a connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.	The rationale reflects some sense of organization, but omits significant links to the needs analysis.
	All areas of the needs analysis are discussed and linked coherently to the selected intervention, providing clear evidence that the selection is appropriate for the school.	All areas of the needs analysis are discussed and linked to the selected intervention.	Few of the needs analysis areas are discussed and/or there is little apparent correlation with the selected intervention.
	The narrative provides specific data from a variety of sources that explicitly supports the selection of the intervention model.	The narrative provides data points from several sources to support the selection of the intervention model.	The rationale is supported by a small number of data areas and from few sources with limited specificity.

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
iii. Demonstration of capacity to implement selected intervention models **a**. The LEA demonstrates its capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model(s) it has selected. **b.** Although not required, when an LEA is not applying to serve each Tier I school, it must explain why it lacks capacity to serve each Tier I school. If the limitation is at the LEA level then the LEA must identify the specific barriers that preclude serving all of its Tier I schools. If the limitation is based on conditions at a specific school or schools, then the LEA must describe those conditions. If there are additional limiting factors, please describe them.	**a.** The LEA fully describes how it will use SIG funding and all other available resources required to implement the intervention model selected. The narrative includes extensive information on the specific use of each resource to support implementation of the planned school improvement activities. The description demonstrates that the LEA has fully identified the resource needs of each school and appropriately planned how resources will be used to achieve successful implementation of all activities planned for each school. **b.** The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides clear and substantial evidence of the existence of those barriers	**a.** The LEA describes how it will use SIG funding to implement the intervention model selected. The narrative includes general information on how resources will be used to support implementation of the planned school improvement activities. The description demonstrates that the LEA has considered the differing resource needs of each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation. b. The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides evidence of the existence of those barriers.	**a.** The LEA provides a limited description of how it will use SIG funding to implement the intervention model selected. The narrative includes little or no information on how other resources will be used to support implementation of the planned school improvement activities. The description does not adequately demonstrate that the LEA has considered the differing resource needs at each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation. **b.** The LEA marginally identifies barriers that preclude serving all of its Tier I schools, and provides limited or no evidence of the existence of those barriers.

Rubric – LEA SIG Application			
SIG Narrative Element	**Strong (2 points)**	**Adequate (1 point)**	**Inadequate (0 points)**
iv. Recruitment, screening, and selection of external providers (if applicable) Although not required, when the LEA intends to use external entities to provide technical assistance in selecting, developing, and implementing one of the four models, it must describe its process for ensuring their quality. The LEA describes the process that will be undertaken to recruit, screen, and select external providers including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement.	An LEA intending to use an external entity to provide technical assistance describes specific, appropriate qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet. The narrative describes a coherent, rigorous process that the LEA will conduct in reviewing prospective providers to ensure that they meet the LEA's qualifications. The LEA also describes, in detail, the specific process that it will use in the selection of its external support providers from all prospective providers that meet the LEA's qualification criteria, including the specific actions and personnel involved in the selection process.	An LEA intending to use an external entity to provide technical assistance describes specific qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet. The narrative describes a process for reviewing prospective providers to ensure that they meet the LEA's qualifications. The LEA also describes, in general, the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria, including specific actions involved in the selection process.	An LEA intending to use an external entity to provide technical assistance does not adequately describe specific qualifications that the LEA will require prospective providers to meet. The narrative does not adequately describe the process to be used in reviewing prospective providers to ensure that they meet those qualifications. The LEA does not adequately describe the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
v. Align other resources with the interventions The LEA identifies all resources that are currently available to the school(s) that will be used to support implementation of the selected intervention model. The LEA identifies other federal, state, LEA and/or private funding sources including other district resources the LEA will use to support SIG implementation. Examples of funds the LEA should consider include, but are not limited to: Title II, Part A funds used for recruiting high-quality teachers; or Title III, Part A funds which could be used to improve English proficiency of English learner students, and categorical block grant funds used for instructional materials and professional development.	The LEA explicitly identifies a number of other resources planned for use in implementing the selected school intervention models, and fully describes how these resources will support SIG implementation. The other resources identified clearly align with the LEA's needs analysis for each school and logically and appropriately support the implementation plan for each school.	The LEA identifies other resources planned for use in implementing selected school intervention models and describes how these resources will support SIG implementation. The other resources identified align with the LEA's needs analysis for each school and clearly support the implementation plan for each school.	The LEA has identified few, if any, resources planned for use in implementing selected school intervention models. The other resources identified minimally align with the LEA's needs analysis and lack specificity and coherence with the implementation plan for each school.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
vi. Align Proposed SIG Activities with Current DAIT Process (if applicable) **For LEAs currently participating in the District Assistance and Intervention Team (DAIT) process**, the LEA must describe how it will coordinate its DAIT work and its SIG work around the lowest-achieving schools. The description must identify the major LEA improvement actions adopted from the DAIT recommendations and describe how the LEA has aligned its proposed SIG activities with of those major LEA improvement actions.	The LEA provides a thorough and comprehensive description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school. The narrative provides information developed through the DAIT process to inform the selection of the intervention model(s) selected for each school.	The LEA provides a general description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.	The LEA provides little or no description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.

Rubric – LEA SIG Application			
SIG Narrative Element	**Strong (2 points)**	**Adequate (1 point)**	**Inadequate (0 points)**
vii. Modify LEA Practices or Policies Depending on the intervention model selected, the LEA may need to revise some of its current policies and practices to enable its schools to implement the interventions fully and effectively. These may include, but are not limited to, collective bargaining agreements, the distribution of resources among schools, parental involvement policies, school attendance areas and enrollment policies, and agreements with charter organizations. If the LEA anticipates the need to modify any of its current practices or policies in order to fully implement the selected intervention model(s), identify and describe which policies and practices need to be revised, the process for revision, and a description of the proposed revision.	The LEA has fully developed and described in detail a comprehensive plan to modify any and all current practices or policies in order to fully and effectively implement the selected intervention model(s). The plan fully and clearly describes: 1) Which policies or practices will be revised 2) The rationale for their selection 3) The process for revision (that includes input from key stakeholders, including parents and collective bargaining units) 4) A description of the proposed revision and expected outcome	The LEA has developed and generally described a plan to modify practices or policies in order to fully implement the selected intervention model(s). The plan includes a description of: 1) Which policies or practices will be revised 2) The process for revision that includes input from stakeholders 3) A description of the proposed revision and expected outcome	The LEA has not sufficiently developed or described a plan to modify current practices or policies in order to fully implement the selected intervention model(s). The plan does not sufficiently describe: 1) Which policies or practices will be revised 2) The process for revision 3) A description of the intended revision and expected outcome

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
viii. Sustain the reforms after the funding period ends SIG funding provided through this application must be expended by September 30, 2011, unless the LEA intends to implement a waiver to extend the funding through September 30, 2013. The LEA must state whether it intends to implement a waiver to extend the funding period and identify the resources that will be used to sustain the selected intervention after the SIG funding period expires.	The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has provided a clear and comprehensive plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.	The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has provided a basic plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.	The LEA may or may not indicate whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has not provided a complete plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
ix. Annual Goals for Student Achievement The LEA has established annual goals for student achievement on the State's assessments in both reading/language arts (RLA) and mathematics that it will use to monitor each Tier I and Tier II school it commits to serve. Examples may include: • Making one year's progress in RLA and mathematics • Reducing the percentage of students who are non-proficient by 10% or more from the prior year • For students who are two or more years below grade level, accelerating their progress at a rate of two years academic growth in one school year Or meeting the LEA's goals established in the State's Race to the Top application	The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are clearly identified for each school that the LEA commits to serve. The goals are realistic and reflect high expectations for improved student achievement, and are based on the needs of each school. The plan for monitoring the identified goals is clearly described, includes specific timelines and procedures, and identifies the personnel responsible for its implementation.	The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are generally identified for each school that the LEA commits to serve. The goals are realistic, project improved student achievement, and are based on the needs of each school. The plan for monitoring the identified goals is described and includes clear implementation procedures.	The annual goals for student achievement are not sufficiently identified for each school that the LEA commits to serve. The goals appear limited, project a minimal increase in student achievement, and/or are not based on the needs of each school. The plan for monitoring the identified goals is inadequate or is not provided.

Rubric – LEA SIG Application			
SIG Narrative Element	**Strong (2 points)**	**Adequate (1 point)**	**Inadequate (0 points)**
x. Serving Tier III Schools (if applicable) If applicable, the LEA has described services and activities that benefit each Tier III school the LEA commits to serve.	The LEA has clearly described services and activities that benefit each Tier III school. The LEA has clearly described activities that reflect a direct, tangible, and substantial benefit to each Tier III school the LEA commits to serve. The LEA has provided references to verify that the services and activities are research based. The selected services and activities are clearly designed to meet the individual needs of each Tier III school the LEA commits to serve.	The LEA has generally described services and activities that benefit each Tier III school. The LEA has generally described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.	The LEA has not sufficiently described services and activities that benefit each Tier III school. The LEA has not clearly described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
xi. Consultation with relevant stakeholders The LEA has described its process for consulting with relevant stakeholders, including parents, regarding the LEA's application and solicited their input for the development and implementation of school improvement models in its participating Tier I and Tier II schools. Examples may include local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings which indicate discussion of the LEA's application.	The LEA clearly identifies its process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description demonstrates comprehensive consultation with relevant stakeholders regarding the LEA's application, including local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings. The LEA has provided minutes and agendas of meetings with relevant stakeholders regarding the LEA's SIG application that recount the input obtained.	The LEA identifies a general process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description demonstrates consultation with relevant stakeholders regarding the LEA's application, including parents and other stakeholders. The LEA has described meetings with relevant stakeholders regarding the LEA's SIG application, including a description of key stakeholder input that was incorporated in the LEA's SIG application.	The LEA does not clearly identify its process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description does not adequately demonstrate consultation with relevant stakeholders regarding the LEA's application. The LEA has not sufficiently described meetings with relevant stakeholders regarding the LEA's SIG application.

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
xi. Consultation with relevant stakeholders (cont.) The LEA identifies which stakeholder recommendations have been used in the development of the LEA's SIG have been used in the development of the LEA's SIG implementation plan, and discusses stakeholder input not accepted, including a rationale for rejecting that input.	The LEA has identified all significant stakeholder input, identifies input incorporated in the SIG implementation plan, discusses rejected input and provides a rationale for each rejected suggestion.	The LEA has identified significant stakeholder input, identifies input incorporated in the SIG plan, and provides a rationale for each rejected suggestion.	The LEA has not sufficiently identified significant stakeholder input; noted input incorporated in the SIG plan, or provided a rationale for each rejected suggestion.

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
Implementation Chart(s) The LEA 's Implementation Chart(s) include actions and activities required to implement all aspects of the selected intervention model.	The actions and activities are clearly stated, reasonable, research-based, and contain all required elements of the selected intervention model, including those that are already being implemented, and includes some permissible activities.	The actions and activities are reasonable and contain all required elements of the selected intervention model, including those already being implemented. Activities reflect strategies likely to increase student achievement.	The actions and activities are not clearly stated, may be unreasonable, and/or do not contain all required elements of the selected intervention model. Activities reflect strategies unlikely to increase student achievement
The actions and activities listed are aligned with the needs analysis for the school.	The actions and activities listed are realistic and clearly aligned with the needs analysis of the school. The description includes references to specific aspects of the needs analysis.	The actions and activities listed are aligned with the needs analysis of the school.	The actions and activities listed are unrealistic and/or are not clearly aligned with the needs analysis of the school.
The costs of actions and activities listed are identified in the Projected Cost column	The costs of actions and activities listed are identified clearly and realistically based on current LEA costs and financial practices.	The costs of actions and activities listed are identified and are generally aligned with current LEA costs and financial practices.	The costs of actions and activities listed are not fully identified and/or do not appear to be generally aligned with current LEA costs and financial practices.
A timeline of implementation is provided.	The timeline is detailed, clear, contains specific dates, and the pacing appears to be brisk but reasonable.	The timeline is clear and the pacing appears to be appropriate.	The timeline is not clear, does not contain specific dates, and/or the pacing appears unreasonable
The individual(s) who will be responsible for oversight and monitoring are indicated.	The individual(s) responsible for oversight are clearly indicated. The distribution of responsibility is reasonable and realistic.	The individual(s) responsible for oversight are indicated.	The individual(s) responsible for oversight are not clearly indicated.

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
Budgets			
The LEA projected budget is complete.	The LEA projected budget is complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.	The LEA projected budget is complete; expenditures are appropriately listed for the full term of the grant and totals by year are provided.	The LEA projected budget is incomplete, expenditures are not accurately classified by object code, or the full term of the grant is not covered.
The LEA budget narrative is complete.	The LEA budget narrative includes detailed information to describe LEA activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.	The LEA budget narrative includes general information to describe LEA activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.	The LEA budget narrative includes little information to describe LEA activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other LEA activities described for each participating school are not included.
The school projected budget(s) are complete.	The school projected budget(s) are complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.	The school projected budget(s) are complete; expenditures are appropriately listed for the full term of the grant, and totals by year are provided.	The school projected budget(s) are incomplete, expenditures are not accurately classified by object code, the full term of the grant is not covered, and/or totals by year are not provided.

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
Budgets (cont.)			
The school budget narrative(s) are complete.	The school budget narrative(s) include detailed information to describe activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.	The school budget narrative(s) include general information to describe activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.	The school budget narrative(s) include little information to describe activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other activities described for each participating school are not included
The school and LEA budget(s) are aligned.	The LEA and school budgets are clearly aligned and, taken together, fully describe appropriate expenditures of funds in all categories that are clearly sufficient to support the design, implementation and ongoing maintenance of the proposed SIG activities. The proposed expenditures reflect research-based strategies likely to increase student achievement.	The LEA and school budgets are aligned and, taken together, adequately describe expenditures of funds in all categories of the proposed SIG activities. The proposed expenditures reflect strategies likely to increase student achievement.	The LEA and school budgets are not clearly aligned, the LEA has not sufficiently described expenditures of funds in categories necessary to support proposed SIG activities, and/or proposed expenditures reflect strategies unlikely to increase student achievement
Collaborative signatures	The information on collaborative partners clearly indicates support of the SIG plan by the LEA and each participating school, parents, school advisory groups, the local bargaining unit, and other stakeholders.	The information on collaborative partners indicates support of the SIG plan by the LEA and participating stakeholder groups.	The information on collaborative partners indicates little, if any, support of the SIG plan by the LEA and participating stakeholder groups.

APPENDIX A

Collaborative Signatures

APPENDIX B

Stakeholders Minutes and Agenda

McFarland High School

School Improvement Meeting

March 8, 2010

1. Intervention models for persistently low performing schools

2. Planning and organizing grant

3. Response to Intervention

4. Extending student learning time

5. Proposed Bell Schedule

Proposed Bell Schedule

PERIOD	TIME	COMMENTS
1st	8:10 – 9:20 (70)	
2nd	9:25 – 10:25 (60)	
Nutrition Break	10:25 – 10:35 (10)	
3rd	10:40 – 11:40 (60)	
4th	11:45 – 12:45 (60)	
RTI/Lunch	12:45 – 1:45 (60) ***12:50 – 1:10 (20) RTI ***	
5th	1:50 – 2:50 (60)	
6th	2:55 – 3:55 (60)	

Comments:
1. Additional time built into the day – for core subjects. Allows for the following:
   o Reading Next, Pg 12 - #1 Direct Explicit Comprehensive Instruction, , #5 Strategic Tutoring, #7 Intensive Writing, #10 Extended Time for Literacy
2. RTI – option to be extended to 25 minutes ***

STUDENT CENTERED – RESEARCHED BASED
Meeting March 8, 2010 and Marilyn (QES)

Proposed Bell Schedule Suggestion   (No added period)

Rework this:
    Student Day 7:50 am – 3:15 pm
    Teacher Day 7:45 am – 3:15 pm

Must be sustainable: Options ???

Possible Grant Writing Team: Raul, Terri. Sherry. Earl, Kim, Liz ?

First Year
- *Tier 1 (Classroom interventions) only*
- *3 minutes added to each period*
- *Added Stipends*
  - *for service clubs – lunch activities*

Second Year
- *Tier 1*
- *Tier 2 RTI Time during lunch*

Comments:
3. *Additional time built into the day – for core subjects. Allows for the following:*
   o *Reading Next, Pg 12 - #1 Direct Explicit Comprehensive Instruction, , #5 Strategic Tutoring, #7 Intensive Writing, #10 Extended Time for Literacy*
4. *RTI – option to be extended to 25 minutes ***

Bell Schedule Options (Worked out by Shari G./Math Dept.)
Current Schedule
(62)   Period 1   8:10 – 9:12
(53)   Period 2   9:17 – 10:10
(5)   Break   10:10 – 10:15
(20)   Period 3   10:20 – 10:40
(53)   Period 4   10:45 – 11:38
(53)   Period 5   11:43 – 12:36
(38)   Lunch   12:36 – 1:14
(53)   Period 6   1:19 – 2:12
(53)   Period 7   2:17 – 3:10

Proposed 1 (increased instruction by 13 minutes)
(65)   Period 1   7:45 – 8:50
(55)   Period 2   8:55 – 9:50
(15)   Break   9:50 – 10:05
(55)   Period 3   10:10 – 11:05
(55)   Period 4   11:10 – 12:05
(20)   Period 5   12:10 – 12:30
(40)   Lunch   12:30 – 1:10
(55)   Period 6   1:15 – 2:10
(55)   Period 7   2:15 – 3:10

Proposed 2 (increased instruction by 33 minutes)
(60)   Period 1   7:45 – 8:45
(60)   Period 2   8:50 – 9:50
(15)   Break   9:50 – 10:05
(60)   Period 3   10:10 – 11:10
(60)   Period 4   11:15 – 12:15
(20)   Period 5   12:20 – 12:40
(40)   Lunch   12:40 – 1:20
(60)   Period 6   1:25 – 2:25
(60)   Period 7   2:30 – 3:30

Proposed 3 (increased instruction by 58 minutes)
(55)   Period 1   7:45 – 8:40
(55)   Period 2   8:45 – 9:40
(15)   Break   9:40 – 9:55
(55)   Period 3   10:00 – 10:55
(55)   Period 4   11:00 – 11:55
(20)   Period 5   12:00 – 12:20
(40)   Lunch   12:20 – 1:00
(55)   Period 6   1:05 – 2:00
(55)   Period 7   2:05 -3:00
(55)   Period 8   3:05 – 4:00

Proposed 4 (increased instruction by 48 minutes)

(65)	Period 1	7:45 – 8:50
(55)	Period 2	8:55 – 9:50
(15)	Break	9:50 – 10:05
(55)	Period 3	10:10 – 11:05
(55)	Period 4	11:10 – 12:05
(40)	Lunch	12:05 – 12:45
(55)	Period 5	12:50 – 1:45
(55)	Period 6	1:50 – 2:45
(55)	Period 7	2:50 – 3:45

Proposed 5 (increased instruction by 53 minutes)

(62)	Period 1	7:45 – 8:47
(53)	Period 2	8:52 – 9:45
(15)	Break	9:45 – 10:00
(53)	Period 3	10:05 – 10:58
(53)	Period 4	11:03 – 11:56
(20)	Period 5	12:01 – 12:21
(39)	Lunch	12:21 – 1:00
(53)	Period 6	1:05 – 1:58
(53)	Period 7	2:03 – 2:56
(53)	Period 8	3:01 – 3:54

Proposed 6 (increased instruction by 48 minutes)

(60)	Period 1	7:45 – 8:45
(15)	Break	8:45 – 9:00
(56)	Period 2	9:05 – 10:01
(56)	Period 3	10:06 – 11:02
(56)	Period 4	11:07 – 12:03
(56)	Period 5	11:47 – 12:43
(56)	Period 6	12:48 – 1:44
(56)	Period 7	1:49 – 2:45
(55)	Period 8	2:50 – 3:45

Lunch 11:02 – 11:42
Lunch 12:03 – 12:43

McFarland High School

School Improvement Meeting

Leadership Meeting

March 11, 2010

1. Planning and organizing grant

2. Needs Analysis

3. Plan for at-risk students

4. Plan to increase rigor

5. Department student needs

March 11, 2010 NOTES FROM MEETING WITH QES – Marilyn Lippiatt

Plan Due By June 1, 2010
Board Approval by May 18, 2010
Pre-Review by May 11, 2010
Plan Reviewed by May 9, 2010
Plan Completed by April 30, 2010

Meeting Process – Minimum Days – 6+ (maybe)
Identify People to Write
Keys: Global Vision
        Key Elements
        Needs Analysis
- Intervention Models
- APS Survey
- Data Needed
  - Credit Deficient Students
  - Dropouts – Students leaving – why?
  - Attendance – Truancy analysis
    - % Absent by specific periods
    - % Absent whole days
    - % Absent after lunch

Things to include:
- Plan for credit deficient students
- Intervention plan/remediation plan
- Plan for student success
- Focus on increasing the rigor and offerings
  - A – G Courses
  - ROP Courses on campus
- Set targets and elements for monitoring
- What will be different **Few focused and significant changes

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Numbers for 2010 – 2011 School Year

	Number of Students	ELL	Sp. Ed.
Freshmen	241	80	19
Sophomores	210	68	20
Juniors	233	65	14
Seniors	240	75	18
SJHS & NKCS	20+	?	?
Totals	944	288+	71+

**Keep in mind these numbers:
Starts of 2009 – 2010 School Year   920
Enrolled 2/10/10   847

Areas of Concern by Departments:

HISTORY

- 9th Grade History – Freshman Studies (elective)
- AP vs. Honors – CST Standards issues
  One or the other gets shortchanged because the
  key components are different
- AP Govt - Full Year
- Summer School – by subject: world history OR US History
- Feasibility of History students in RSP? Taught in Sp Ed. Class vs. in core class
- Social Studies 8th Period support for D & F

SCIENCE

- Gov't/Econ-Ag (R Murietta)
- Horticulture
- Forensic Science
- Class sizes lowered (written in plan)
- Lowered class sizes put in plan
- safety for labs
- Add 1 science teacher
- Start earlier 7:30 am – 3:30 pm
- 2 lunches to make it work
- Add lab as a period for all students, ex. Chemistry + chemistry lab
- Science Academy course of study
- Skills + hands on
- AP Environmental Science (future)
- AP Biology (future)
- 8th Period Master Schedule (7:30 am – 3:30 pm)

MATH

- Geometry textbooks
  - geometry support?
- Students not successful in algebra readiness – what do we do with them?
- High School credit for MMS algebra and geometry?
- Assessment of 7th grade math skills acquisition (*CAHSEE readiness assessment)
- Alternatives for students who have already had algebra and geometry at middle
  school but choose to not go further at the high school level

- Shared responsibility w/MMS for CAHSEE Success
- Algebra II Honors
- AP Training for David Tarula Chavez
- AP Statistics – offer a section of it?
- Applied math – elective

English/Support/Sp Ed

- Back to Back classes (Core followed by support)
- Collaboration between core teacher and support teacher
- More frequent standards based common assessments
- Need to have more materials, i.e. novel sets, books, etc., in order to be teaching the same at each level
- Planning compensation (summer & during regular school hours
- Paid Position - Expert on Testing (CST, CELDT, CAHSEE, AP)
- One hour of paid collaboration time daily, in addition to prep
- Technology Support
    - More frequent updates by technology department – current difficulties with student presentations which are essential for EL development of communication skills
        - PDF Updates
        - MS Word 2007
        - PowerPoints
    - All teachers have access to SMARTBOARD technology – NEED 4 SMARTBOARDS
    - Media support for "college prep" electives, i.e. yearbook/journalism.
- Professional development as a department
    - RIAP training – cross discipline → Science/Social Studies
    - Cross-curricular relationship w/science & social studies
    - Step-Up to Writing
    - AB 466
    - Continue pro. Development of writing across the curriculum
    - Additional honors and AP classes
    - Make journalism an official course
    - CAHSEE academies
    - Continue AVID because it functions as a support for core standards
    - Increase communication across campus and district!
    - Behavior:
        - Official Certificated In-House Instructor
        - School w/in a school for discipline
        - Class size reduction
    - Incentives for CST/AR/Essay Writing
    - Accountability for CST/Benchmarks

FINE ARTS

PE:	Needs 8th Period; Suggestion of 8th period for athletes
	Note that 6th and 7th periods are currently overloaded
	Requesting additional PE teacher
BAND:	Band & PE Collaboration; team teach a Zero-Period marching/ Performance band period
HEALTH:	Requests sophomores only
ART:	AP Studio art – 2 hour lab at the end of the day if possible

McFarland High School

School Improvement Meeting

April 7, 2010

1. Goals

2. Algebra and English

3. Summer School

4. Support Classes

5. Articulation meeting with Middle School

6. Scheduling

7. Open Campus

Meeting Notes
4/7/2010

Present: David Yanney, Lori Schultz, Regina Cardozo, Daniel Diaz, Mayela Medina

Goal: "Student Centered"

Algebra – comprehensive final
- Administer to 8th grade students

English
- Linguistics
    - 2 hour block + English CP (grade level) or ELD ???
    - Find paper dictating scheduling for FBB and BB

Summer School: Note in plan what is offered this summer (district funded out of the general plan and limited vs. new plan)
- 8th Grade Algebra Class
    - For students not fully successful in 8th grade algebra
    - Determines whether students go into geometry or repeats Algebra at HS level
    - Algebra only students – highly qualified teacher
- Credit Recovery – how to make college prep and allow students to get beyond the requirement of getting a passing grade ****
- Health and Computers
- PE
- CAHSEE Prep Classes
- English CP 9th – 12th (review/revise curriculum – English Dept.)

Support Classes
- Taught by core teachers due to lack of collaboration time between core/support
- Provides opportunity for re-teaching and implementation of additional engagement strategies
- Consider new program for Linguistics Class (Language!): Newly Adopted Curriculum → Hampton Brown – Edge: includes intervention and ELD 4/12/10. We may not need so many ELD classes. Linguistics and ELD will be embedded.

Articulation Meeting with Middle School Teachers
- April 14th

Scheduling
- Seniors and incoming freshmen – collected
- Work with the schedule board/infinite campus in the next week
    - Move 3rd period to 5th to RTI
    - Tutoring/study hall for D/F students (closed campus for D/F list students)
    - Extend each period to allow time for reinforcement strategies

McFarland High School

School Improvement Meeting

Leadership Meeting

April 8, 2010

1. Staff Development for 2010-2011 school year

2. Staff Meetings

3. Departmental Meetings

4. School wide Focus

5. Professional Learning Communities

Proposed Staff Development
Early Release Wednesday
2:00-3:55

1st Week
Staff Meeting

- Training (District/School)
- Vertical Teaming (MMS)
- Guest Speakers
- Counseling Department Presentations

2nd Week
Departmental Meeting

- Data Analysis
- Curriculum Articulation
- Benchmark Analysis
- Syllabus/Course of Study Updating

3rd Week
School Wide Focus

- Writing Across the Curriculum
- Cross-Curricular Planning
- School Wide Data Analysis
- WASC
- Response to Intervention (RTI)

4th Week
Professional Learning Communities (PLC)

- PLC Training
- Targeted Student Analysis

BUILDING A PLAN FOR
MCFARLAND HIGH SCHOOL
Areas of Consideration
Suggestions and Questions
4-12-2010

[handwritten: 11:4 cc' 22:7 class]

1. **Criteria for transfer to Learning Center or Independent Study**
   a. What students need an alternative educational opportunity
   b. Who determines entrance
   c. Who has veto power
   d. What about students who are not being successful at MHS

[handwritten: Requirement of Grant]

[handwritten: ✳] 2. **Increased instructional time – what will be different**
   a. What will be a non-negotiable for the increased time
   b. How will this be communicated and monitored
      [handwritten: (use of time)]

3. **Materials needed for student support – standards-based ELA and Math (algebra)**
   a. Purchase materials for each 9th and 10th ELA and Algebra

4. **Response to Instruction (RTI) plan and program with 3 tiers**
   a. Build a plan that includes each teacher
   b. Design "in-classroom interventions"
   c. Design the team do determine what "intervention" is needed for students
   d. Design the program for "beyond the classroom" interventions

5. **Data for decisions – 1/5 FTE (one day per week) to pull data**
   a. Determine what data is needed and when it is needed
   b. Identify what resource is available for accessing relevant data
   c. Identify or build reports that provide the needed information
   d. Distribute timely and relevant data to appropriate stakeholders

6. **Increase the rigor with additional AP – Honors classes**
   a. Add AP classes that meet A-G requirements
   b. Add Honors classes that provide alternatives for students
   c. Add electives that meet A-G requirements and provide rigor

7. **Decrease the number of electives that do not give credit**
   a. Review electives for relevance, rigor and academic focus
   b. Provide electives that are skill building, use employable content, build on application for other classes

8. **Offer ROP classes on campus**
   a. Research providing on-campus ROP classes that provide certification or other employment relevance
   b. Identify other uses for ROP designated classroom to benefit students throughout the day

9. **Assure students take at least 5 classes (get data on number of TAs)**
   a. Develop a policy regarding who can be a TA
   b. Develop a policy regarding criteria for TAs – grade level, grades, how many periods, how many times during HS career
   c. Develop listing of job responsibilities and duties for all classes

10. **Provide support for 9th and 10th grade students with smaller classes**
   a. Build a student centered plan to support 9th and 10th grade students
   b. Identify classes in need of extra support and attention
   c. Provide additional support for these classes and teachers
   d. Build an "early warning system" with immediate action plans
   e. Develop a monitoring system for every 3-5 weeks
   f. Develop a multi-level notification system and responsible persons
   g. Identify a team to review, plan for and address the needs of "red flag students"

11. Role for counselors better defined

a. Identify the major role for each counselor (area of responsibility and primary jobs)
b. Identify role of counselors to gather, collect and distribute data regarding student enrollment, progress, grades, courses and test scores
c. Build a counseling calendar for 9th and 10th grade students to assure proper course enrollment, college opportunities, scheduling plans, relationship building
d. Build a calendar for regular parent meetings to include parents in the process and to inform them or progress and next steps

12. Increased parent and community involvement (begin a PTA/PFA) once a month

a. Develop a PTA/PFA group
b. Plan a once a month parent/community on-campus activity
c. Develop calendar for information to present at each parent meeting
d. Identify an "outreach" person to act as liaison
e. Support parents to assume the leadership role for this group
f. Look into National PTA or other PFA organizations for support
g. Build calendar for other parent groups to meet (SSC, ELAC, Boosters, etc.)
h. Develop a master calendar for all activities and include evening/afternoon meetings to include the greatest number of working parents

13. Time for collaboration and benchmark data analysis

a. Develop a calendar for PLC meetings
b. Provide adequate time for teacher collaboration, data analysis and action planning
c. Calendar the meetings that will be for analysis or current and relevant data
d. Provide accountability reports for these meetings with specific requirements and expected outcomes
e. Provide training for teachers in conducting these meetings and looking deeper that surface for analysis, actions and interventions
f. Identify "students to watch" from multiple measures at the start of the year
g. Report out on progress for each of these students
h. Identify students that need to be on the "early warning" list

14. **CAHSEE Support Class – Identify students, provide materials, entrance and exit** criteria
    a. Identify who needs to be in a CAHSEE support class for ELA and Math
    b. Identify 11th and 12th grade students and plan an intensive program for support to pass exam. (one semester or until exam is taken)
    c. Plan support classes for identified 10th grade students during summer or fall semester
    d. Identify criteria for entrance for ELA and for Math
    e. Select materials that are CAHSEE aligned and provide curriculum for the class
    f. Identify teacher committed to CAHSEE success to instruct
    g. Monitor student progress with frequent practice exams and targeted instruction

15. **Intervention classes – criteria for entrance, exit and content**
    a. Lunch time classes
        i. Develop specific expectations for lunchtime intervention classes
        ii. Hold student and parent meetings to describe purpose, program and entrance and exit criteria
        iii. Build commitment from each teacher with signed agreement indicating expectations
        iv. Identify outcomes and accountability for sessions
        v. Develop logistical plan to assure success
        vi. Communicate plan to ALL stakeholders – cafeteria, maintenance, office, library, counselors, attendance, PE/sports
        vii. Develop a positive attendance process for students and teachers
        viii. Develop alternative plans when teachers are absent
        ix. If this is a priority, build commitment to not disrupt or cancel schedule for any reason

16. **Outside lunch area**
    a. Provide additional seating spaces for students who remain on campus for lunch
    b. Provide necessary activities, supervision and congregating space for students
    c. Make commitment to creating a welcoming and positive experience for students

17. **Electives – add electives that provide rigor, high interest and application of content** for all levels of student
    a. ELA – Sr. - Journalism –publication, stipend or regular class, $$$
    b. ELA - Frosh/Soph - English support for FBB students – linguistics
    c. SCI – Grade? - Forensic Science –
    d. SCI – Grade? - Horticulture – Greenhouse
    e. H/SS-SCI – Sr. - Agriculture Economics –
    f. H/SS – Frosh - Fundamentals of History – Freshmen studies class with geography
    g. ELA - Frosh/Soph - English support for FBB students – linguistics
    h. DISCIPLINE – Grade - n-school suspension – opportunity class
    i. MATH – Grade - ????

18. **Identify Leadership Team to develop, communicate and monitor plan now and into next year**
    a. Determine number of members
    b. Build agreement regarding level of participation, responsibilities and timeline for accountable products
    c. Determine meeting and monitoring schedule for next year
    d. If elected, determine term of service and process for replacement
    e. If not elected, decide on selection method
    f. Include participation that is broad based and provides input to all aspects of student support: teachers, Sp. Ed teachers, migrant, counselors, PE/athletic coaches, administrators
    g. Keep numbers manageable and create sub-committees as needed

19. **Identify school governance plan if different from above**
    a. Determine what decisions will be the responsibility of this group
    b. Determine when and how often it will meet
    c. Decide on the interface between this committee and the SSC
    d. Decide on who is liaison to this group
    e. Decide how this group will communicate decisions

20. Revise the teacher evaluation system
   a. Develop a committee to look at revising the teacher evaluation system
   b. Examine other systems and research alternatives
   c. Determine ways to include data on student growth along with classroom observations and other data in the evaluation process for teachers (required) and administrators (optional)
   d. Build a plan to work collaboratively with the district and union to develop a plan, build agreements or MOUs and address contract and Ed. Code areas that may be required.

21. Develop a system for identifying and rewarding school leaders, teachers and other staff
   a. Review systems in place in other districts, states
   b. Build an incentive or performance bonus program
   c. Determine ways to include multiple sources of data in determining incentives
   d. Decide how to include stakeholders in the process of developing the plan and process
   e. Research what Ed. Code waivers or contract revisions may be required

22. Implement such strategies as financial incentives, increased opportunities for promotion and career growth
   a. Determine what opportunities might be developed for career growth within the district
   b. Investigate career ladder and recruitment programs in place in other districts
   c. Determine ways to include multiple measures in determining teacher eligibility for career ladder or recruitment incentive programs
   d. Decide how to include stakeholders in the process of developing the plan and process
   e. Research what Ed. Code waivers or contract revisions may be required

23. District must give the school sufficient operational flexibility to implement fully a comprehensive approach
   a. District determines ways to support the site in implementation
   b. District provides coaching to the administration and staff in implementation and plan monitoring
   c. District determines when and how to be included in planning and plan monitoring
   d. District schedules regular conversations with site leadership to review plans, identify needs and monitor progress

24. Develop and revise SPSA that includes changes, goals and processes

a. Revise LEA plan including roles and responsibilities for implementation
b. Work with district and site staff to ensure alignment of LEA plan and school site plan
c. Identify resources to support implementation and realign resources as needed
d. Formulate goals, identify leading indicators and create plan to monitor implementation of the plan and adjust throughout the year

25. Develop a professional development and coaching plan to support the changes and plan at the school site
   a. Develop a plan to provide ongoing professional development, coaching, and change management support for school leaders and professional development and coaching for teachers

McFarland HS Discussion Questions

1. What decisions have you made regarding applying for SIG funds?
2. If not applying, what is your thinking about changes at the HS?
3. What is your biggest obstacle to success at MHS?
4. What are you planning to include or change for next year?
5. What MUST be changed, improved, revised to assure increased student achievement by the end of next year?
6. Other detailed questions to explore...
7. Do kids have adequate access and how does MHS perform related to other HSs in the area?
8. What are the results from this year's CAHSEE? Compare to last year...
9. What are the results for AP courses and exams? How many/what % of students?
10. How many students take 3 years of science? Why did <u>88</u> students not take the Life Science test?
11. Does every student have a book for the course they are enrolled in?
12. Are all of the textbooks standards based and aligned to course and assessment blueprints? Are these used in each course classroom?
13. What interventions are provided for students in ELA and Math and by what criteria?
14. What course of study is used for intervention classes and how do the classes prepare students to access the core? Are all teachers following an agreed upon course of study and intervention philosophy?
15. What has happened to the last two years of HS graduates? (what do they do after HS) Do you do exit interviews?
16. What is the relationship to the College Board and how is that helping students?
17. Get credit information for all students by graduating class.
18. Look at attendance information for number of daily average absences, entrance and exit date numbers.

Intervention Models
McFarland High School
Elements to Consider

Models to Consider
> Protocol Model
> Problem Solving Model

Elements in a Tier I Program – Base or Primary Program
> Strengthening the Core Program – (in class program to meet and address student learning needs
> **Differentiate Instruction** – small group activities, formative assessments, prioritized curriculum,
> **Determine power standards** and Prioritize the curriculum, use first-best teaching, and direct instruction, analyze and unwrap standards
> **Analyze Assessment Data** – use summative and formative assessments, analyze grades, reading assessments, standards-based assessments and district assessments
> **Ensure Quality Teaching and Focused Staff Development** – classroom teacher is the most significant factor in maximizing student learning, goals for teaching and learning need to be established, clearly communicated and monitored through observation and comment throughout the year
> **Maximize Instructional Time** – "bell to bell instruction" must be implemented to maximize learning time for students
> **Use Programs with Fidelity** – Adopted programs must be used the way they were intended to maximize outcomes, all lessons and class work needs to be examined for alignment to standards, student mastery and assistance to student learning

McFarland High School

School Improvement Grant

Middle School and High School Articulation

April 14, 2010

1. Current academic emphasis at MMS and specific subject matter covered

2. Important student foundational needs at the high school level

3. How can we best assist each other in making the education of our students relevant, meaningful, and successful as measured by assessments?

4. Other

Present: A. Robles, K Whealey, J. Catlin, E. Bowman, S. Kaur, Shari Gonzales, R. Burgh, K. Rowland, M. Medina, L. Shimer, E. Henderson, G Perreault, E. Bowman, J. Reed, D. Yanney, L. Schultz

Purpose: Collaboration to create a smooth and academically successful student transition from middle school to high school.

Articulation Items of Interest

    a. Current academic emphasis at MMS and specific subject matter covered.
        i. Benchmark Tests
        ii. Pacing Guides
        iii. Courses of Study
    b. Important student foundational needs at the high school level:
        i. Indigenous to specific disciplines
        ii. Across the curriculum.
    c. How can we best assist each other in making the education of our students relevant, meaningful, and successful as measured by assessments (i.e. CST proficient and advanced, passing the CAHSEE, etc.), and increased graduation rates?
    d. Other

Notes:

Here are my notes which really are the notes from the various departments at the high school level.

<u>Kim Whealey (Social Studies)</u>
Social Studies Articulation Meeting

    a. *Current academic emphasis at MMS and specific subject matter covered.*
        i. *Benchmark Tests*
        ii. *Pacing Guides*
            • There are no 6th or 7th Grade social studies CSTs.
            • 8th Grade teachers are forced to review all three years for the CST test.
        iii. *Courses of Study*
            • 6th Grade: Greeks and Roman Republic
            • 7th Grade: Roman Empire through the Middle Ages/ Reformation

- 8th Grade: The Revolution, the Constitution, and the Civil War
  b. *Important student foundational needs at the high school level:*
    i. *Indigenous to specific disciplines*
       - Geography has been neglected.
         o Possible Freshman Studies class in the works
           ▪ Covering philosophical concepts and geography, as well as study skills
    ii. *Across the curriculum.*
       - The use of Cornell Note taking has been implemented by the Social Studies and Science departments at MMS.
         o MHS is in the process of implementing Cornell Notes beyond individual teacher participation.
  c. *How can we best assist each other in making the education of our students relevant, meaningful, and successful as measured by assessments (i.e. CST proficient and advanced, passing the CAHSEE, etc.), and increased graduation rates?*
       - Improved Study Skills
       - AVID Strategies
  d. *Other*
       - Regardless of what is covered by the previous teacher, students rarely remember the majority of information.
       - Move on to the current standards! Don't spend a quarter re-teaching!

Eve Henderson (ELA)
Hi, Lori. As I recall, Language Arts settled on about four action items to prepare middle schoolers for their freshmen year and bridge the transition from middle school to high school. First of all, 8th grade teachers will schedule **four major writing** tasks a year, ending with a research product that will follow the students to the high school for use when starting their freshmen year. Secondly, middle school teachers will continue to give **grammar** serious treatment as ease with grammar so directly impacts student writing at all levels and in all subjects. Middle school teachers will also continue to include **vocabulary** instruction, although there is some difficulty doing this in an organized fashion as no one seems to have a satisfactory vocabulary curriculum. This is a challenge teachers have faced for a number of years. The idea here is to teach content vocabulary as well as roots. Finally, high school counselors will **consider middle school teacher recommendations** regarding incoming freshmen students' abilities into consideration when placing students in high school English classes.

I think that's it. If I remember other decisions or shared thoughts, I'll send them along. I thought it was a very productive session and appreciated the way it was set up, the people who came, and the friendly collaboration that occurred.

Shari Gonzales (Math)
Here are my notes from the meeting.

Approximately 135 incoming 9th graders will be prepared to take Geometry as freshmen. Another 25 will be prepared to take Geometry as 8th graders. The 8th graders will be taught by a high school teacher and will receive high school and middle school credit for the course. Where this class will be taught still needs to be addressed.

McFarland High School

School Improvement Grant

Leadership Meeting

April 21, 2010

1. Identify data

2. Increase learning time

3. Expenditures to consider to support implementation

4. Other

MCFARLAND HIGH SCHOOL SIG GRANT
4-21-2010

Critical Elements for Transformation Model

COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

1. Identify data that demonstrates the need for an instructional program that will support student learning, increase student achievement and is student centered.
   a. **Requirements for the new and revised instructional program:**
      i. Must be research-based
      ii. Must be vertically aligned from one grade level to the next and one course to the next
      iii. Must be aligned to the California Adopted Academic Content Standards
      iv. Must identify materials, texts and that area standards aligned both for core and intervention
   b. **Use of data** – (may be using technology to support)
      i. Must describe how data will be used to inform instruction
      ii. Must describe how data will be used to differentiate instruction
      iii. Must describe how instruction will meet the academic needs of individual students
      iv. Identify what formative assessments will be used to monitor student progress
      v. Identify how and when analysis of formative assessments will be conducted
      vi. Identify what actions will be taken based on the analysis of formative assessments in each classroom by each teacher
   c. **Raise the Rigor**
      i. Add courses that provide rigorous opportunities for students
      ii. Add AP courses that provide access to advanced course work/college level course work and give credit to students for successful completion
      iii. Add courses that provide opportunities for greater exploration of subject matter in greater depth and breath and incorporate rigorous and relevant project, inquiry or design-based contextual learning opportunities
      iv. Add courses that give students opportunities to enhance transcript A-G requirements
      v. Provide supports designed to ensure that low-achieving students can take advantage of these programs and coursework.
   d. **Student Centered Support** - (may use technology to support)
      i. Implement a schoolwide "response to intervention" model beginning with Tier I interventions in the classroom

1. Identify common strategies that will be used in every classroom to support struggling students
2. Establish an "early warning system" that will be used in the classroom to address students needs at the first signs of failure
3. Identify proactive measures to prevent failure for struggling students
4. Identify specific strategies to support 9th and 10th grade students that might include: smaller ELA and math classes, additional teacher contact, summer support program, quarterly counseling time, assigned mentor or adult model, assigned student mentor, etc.
5. Identify strategies to reduce drop-outs
6. Increase graduation rate with strategies that provide ongoing counseling to struggling students from "Early Warning"

e. Professional Development
   i. Professional development for teachers must focus on
      1. Strategies to support English learner students and ensure they acquire the English proficiency skills necessary to master academic content within the time period
      2. Strategies that increase the engagement and involvement of students in the curriculum so that teachers can continuously monitor and check for understanding
      3. Implementation strategies for effective high impact strategies in every classroom and every subject area
   ii. Professional development for administration must focus on
      1. Strategies to support teachers implementation of student-centered programs in every classroom
      2. Training on observation and feedback protocols that address standards focused instruction, active student engagement, in-classroom intervention and student achievement results
      3. Training in strategies that support the needs of English learners and ensure the acquisition of English proficiency skills

f. Increase Involvement and Participation
   i. Student Involvement
      1. Identify opportunities for greater student involvement in the high school including academic, athletic and social/service
      2. Identify leaders to organize clubs, teams, service organizations, community organizations, etc. that will provide opportunities for staff and student leadership and participation

3. Identify academic rewards, membership, groups that recognize effort, accomplishment and achievement.
4. Provide a structure and time and sponsorship for these groups to meet on a regular schedule

ii. Parent Involvement
1. Provide ongoing mechanisms for parent, family and community involvement in the academic, athletic and social aspects of the high school
2. Develop a calendar of activities with no less than one per month that invites parents, families and community members on campus for specific programs and recognitions.
3. Develop a parent education and information series that provides relevant and timely information for parents that is presented by staff, counselors, outside experts, administrators or students
4. Organize a parent support group that includes and invites all parents like a PTA or PFA and select the first leadership for this group
5. Organize parent involvement activities around a year-long theme or focus to provide greater depth and promote greater interest

iii. Community
1. Identify ways in which the local business community can be involved and support students and the instructional program
2. Identify local businesses that could provide internships, apprenticeships, volunteer experiences, clerkships, or other work related experiences for students
3. Solicit involvement from local service clubs to form student service clubs on campus – Rotary, Lions, Elks, Optimists, etc.

2. **INCREASING LEARNING TIME AND CREATING COMMUNITY-ORIENTED SCHOOLS**
   a. Establish schedules and strategies that provide increased learning time
      i. Restructure the school day and add significant minutes to each existing period or additional periods for instruction or support
      ii. Reduce time not used for actual instruction
      iii. Identify what additional time will be used for and outline specific acceptable activities that could be observed in every classroom
      iv. Build agreement within departments and courses on how the increased instructional time will be used
      v. Generate and schoolwide list of "non-negotiables" that will be evident and focused on increasing student achievement – e.g. start instruction when the bell rings, bell-to-bell teaching and learning, etc.

b. Parent and Community Involvement to support safe school environment, meet student's social, emotional and health needs
   i. All elements identified above can be included
c. Implement approaches to improve school climate and discipline that include positive behavioral rewards, eliminate discipline issues, eliminate bullying and student harassment, address the issue or teen pregnancy and drop outs.

3. EXPENDITURES TO CONSIDER TO SUPPORT IMPLEMENTATION

a. 1 FTE - Data Support - Job description could include: responsible for data collection, disaggregation and distribution of relevant data to staff, train staff to understand and use new data system, monitor data related to attendance, grades, formative assessments, etc., develop reports for teachers and administrators on a weekly, monthly, quarterly and semester basis.

b. 1 FTE – Intervention Specialist – job description could include: work with staff on strategies to support all students especially English learners and students with disabilities, model strategies and monitor implementation. Also, after school intervention classes and Saturday school program

c. 1 FTE – Student and parent support – outreach counselor and activities director – job description could include: build relations with parents and plan activities that educate, inform and involve parents in their child's education, recruit service clubs to work with students on campus and form clubs, design the club system and develop guidelines for participation, leadership and sponsorship, develop partnerships with community businesses and solicit opportunities for internships and apprenticeships or volunteer experiences.

d. 1 FTE College/Career Counselor – to build support for students and provide information on college and career opportunities – job could include after school tutoring, after school academies for make-up work, as well as College nights, College and career speaker series, grant and scholarship information, etc.

e. Allocation for stipends for teachers to assume leadership roles:
   i. Club sponsorship
   ii. Parent community liaison
   iii. Class or department chair
   iv. Yearbook, Newspaper
   v. Drama Coach
   vi. Chorus or Glee Club
   vii. Student Government
   viii. School Governance Committee

f. Materials –
   i. Instructional materials that support fundamentals and are standards aligned for ELA and Algebra I

ii. CAHSEE materials that prepare 9th and 10th grade students for CAHSEE exam and are aligned to CAHSEE Blueprint standards.
iii. Reading program that addresses the needs of student reading 2 or more years below grade level
iv. Additional reading material of high interest, non-fiction or various reading levels for library or classroom libraries
v. Additional on-line resources for students that includes subscriptions to current periodicals, journals, magazines, technical resources
vi. Additional programs for all staff computers that provides access to the latest materials needed for up-to-date instruction.
vii. Review of electronic grade book program for currency and accuracy and integration with other data systems.
viii. Technology –
  1. Identify current needs for computers, printers, scanners for departments, classrooms or offices
  2. Identify need for updates to classroom technology in SMART Boards, Lumens, Projectors, etc.

McFarland High School

School Improvement Grant

Leadership Meeting

April 26, 2010

1. School wide Implementation

2. School wide culture-building

3. Discussion of obstacles

4. Other

Notes from Leadership Mtg. 4/26/10

Present: D Yanney, L Schultz, R Cardoza, M Medina, S Gonzales, L Bowman, E Levinson, E Bowman, K Whealy, G Pierson, E Henderson and K Rowland

#11   SCHOOLWIDE IMPLEMENTATION FOR USE IN EACH CLASSROOM

1. Syllabus – Expectations

2. Pacing Guide

3. Course of Study – Standards Based

4. Infinite Campus Grade Book and Lesson Planner

    a. Required Use

    b. Should match Syllabus/Grading Rubric

5. Use of Formative Assessments

    a. Standards Based Benchmarks and End of Unit Tests

    b. Aides with strategic/small group re-teaching and tutoring (RTI Placement)

6. Implementation of classroom Study Skills planners

    a. Teacher displayed

    b. Student copy kept in binder

Schoolwide culture-building with emphasis on value of organization, implementation of study skills, and personal as well as school pride

1. Four hour In-Service for Teachers in July to train

2. Welcome letter sent home to parents 2 weeks prior to start of school outlining Transformation Model emphasis on student preparedness to learn and partnership

3. First four weeks of home room/advisory period

    a. Binder organization

        i. Requirement of binder, pencil/pen, dividers, college-ruled paper

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      ii.   Available at student store

      iii. Can be billed through Infinite Campus – payable 9/5/10 (allows preparedness for students whose parents do not get paid until 9/1/10)

      iv. **Terri/Liz – find out supplier to AVID school visited

b. Cornell or other similar note taking methods

c. Study skills

d. Test taking skills

e. Library/Basic Research Skills

f. Handbook

Discussion of biggest obstacle

1. Lack of systemic and systematic plans

2. Lack of consistency

   a. Short Term Goals

   b. Organizational inability to commit to and organizational instability which leads to lack of continuity during the length of time required to create and follow through with long term goals that can be implemented in phases.[1]

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[1] National High School Center Documentation – 5+ years to implement transformation

McFarland

DAIT Leadership Meeting

March 16, 2010

1. Update from the state

2. ELPD strategies

3. Update on school preparation for CST

4. Intervention models for persistently low performing schools

5. Adoption of E/LA curriculum and intervention curriculum

5. Staffing for next year

6. Principal walkthrough observations, District walkthrough observations

Total School Solutions

McFarland DAIT Leadership Meeting Notes

March 16, 2010

Item 4.

The team reviewed the four intervention models and discussed the ways to intervene at McFarland High School. David Yanney gave an update on the discussions the high school staff is having regarding the needs analysis . The high school staff and leadership team will meet several times this month to begin the process.

The DAIT leadership team reviewed the 4 models and discussed the needs at McFarland High School. Questions regarding the models were noted and dates for public meetings were discussed.

McFarland

DAIT Leadership Meeting

May 18, 2010

1. State Update

2. ELPD strategies

3. Collaboration time

4. Adoption of E/LA curriculum and intervention curriculum

5. Summer school plans, early intervention (prior to school starting plan)

6. Intervention models for persistently low performing schools

May 18, 2010

DAIT meeting minutes

Item number 6

Tina Burkhart brought the overview of the needs analysis and intervention plan draft to the DAIT meeting and asked the DAIT leadership team to review the plan and provide comments and suggestions of changes that needed to be made. The team also looked at the extended day schedule and brainstormed ideas for ways to add additional time to the school year.

Comments

1. The parents need to know about successful students and how they became successful.

2. The school should not have the day go to 4:00 because students at the high school care for their siblings after school.

3. The school could offer optional courses after the school day to allow students lab time, additional electives and tutoring.

4. Days could be added to the school year so teachers could have additional professional development.

5. When will the evaluation be negotiated with the union.

6. Summer school with more course offerings would be a good idea.

7. ELPD strategies need to be used in all classrooms.

McFARLAND UNIFIED SCHOOL DISTRICT

PUBLIC NOTICE

NOTICE OF PUBLIC HEARING

A public hearing is being held to seek input and take testimony from the public in regards to School Improvement Grant (SIG) Application for the McFarland High School.

Thursday, April 22, 2010
McFarland High School Multi-Purpose Room
6:00pm

For additional information, contact Gabriel McCurtis, Superintendent, McFarland Unified School District at 661-792-3081.

Posted: April 19, 2010

McFarland Unified School District
601 Second Street
McFarland, CA 93250

(661) 792-3081
www.mcfarlandusd.com

McFARLAND UNIFIED SCHOOL DISTRICT
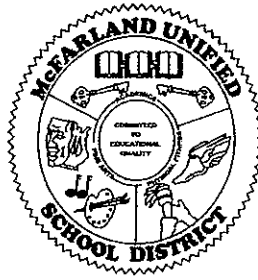
Gabriel McCurtis
Superintendent

School Improvement Grant
Thursday, April 22, 2010
Agenda

1. Welcome and Introductions

2. Overview of Intervention Models

    a. Turnaround Model
    b. Restart Model
    c. School Closure Model
    d. Transformation Model

3. Community Input on Intervention Models

4. Community Input on School Improvement Grant

    a. What kinds of things would help students to be prepared for college or skilled employment?
    b. What would you like for the high school to provide to students who are struggling?
    c. What do you wish you had learned in high school?
    d. How could the high school get more parents and community members involved in the school and with high school students?
    e. How do you feel about closing the campus for lunch?

5. Other Items

6. Adjournment

McFarland Unified School District
601 Second Street
McFarland, CA 93250

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What would you like for the high school to provide to students who are struggling?
- Classes after school *
- Tutoring (to help with homework)
- Motivate students with prizes *
- More structured after school classes – Mandatory attendance *
- Teacher/Parent motivation *
- Study prep class (separate-not in library)

How could the high school get more parents and community members involved in the school and with high school students?
- Charge the parents a fine that don't go
- Reward the parents with a prize if they do attend
- Give extra credit to the students whose parents do attend *
- Food at events *

What kinds of things would help students to be prepared for college or skilled employment?
- Parental motivation
- Good scholarships
- Good grades *
- Know how to read better
- Know your math better
- Know how to use a computer
- Take more rigorous courses *
- More rigorous computer classes
- Skilled/qualified/prepared teachers *
- Career class

How do you feel about closing the campus for lunch?
- Don't let them leave campus
- Leave it an open campus for lunch but provide more supervision *
- If they decide to make it a closed campus, provide more food options (ie Taco Bell, McDonald's, Pizza, etc) *
- Only let the students who earn good grades off campus for lunch *

What do you wish you had learned in high school?
- More math *
- Writing skills, take dictation
- Driving class
- How to fill out job applications, how to dress for an interview *
- More fine arts
- Have been better prepared for the future/college-etc.
- Learn to cook more often *
- Learn to do math more often

School Improvement Grant Meeting Minutes
April 22, 2010

1. 6:05 p.m. – Meeting was called to order. Mrs. Sandra Espinoza welcomed everyone.

2. Mrs. Espinoza introduced the McFarland Unified School District staff present: Teresa Arvizu, Reading First/Special Projects/ELD Coordinator, Lori Shultz, Vice Principal McFarland High School, Elvia Barajas, Migrant Education Program, Daniel Diaz, Counselor, Mayela Bujanda-Medina, Counselor, Javier Ruiz, Tech. Resource Teacher

3. Mrs. Espinoza informed parents that McFarland High School is one of the 174 schools in the state of California to be designated School Improvement. During her explanation she also shared a power point presentation with the parents.

4. Mrs. Espinoza explained the AYP proficiency rate for MHS. She also explained the API, the schools need to grow at least 50 points and MHS grew only 46 points. MHS needed 50 points to meet the AYP and API. MHS also dropped 29 points in one year.

5. The state will also be monitoring MHS for growth. MHS also needs to choose one of the four intervention models:

   - Turnaround Model
   - Restart Model
   - School Closure Model
   - Transformation Model

6. Turnaround Model - would require replacing the principal and rehiring no more than 50% of the school's staff. Due to the teacher's contract, the district can't choose this option because the teacher's contract will not allow this.

7. Restart Model – would require converting the school to a charter school. In order to do this model it would take up to a year to convert and the district does not have this much time.

8. School Closer Model – close the school and would require sending students to another school within the same district. McFarland does not have any other high school to send the students.

9. Transformation Model – By July increase instructional time. MHS will choose this model because were told in March that by June need to decide which model. All other models take time and MHS has no time.

10. The API 5 year average for the following schools are:
    - BRS 92 API points
    - KAS 81 API points
    - MMS 79 APA points
    These schools need to also keep up the growth because they too can drop points and be at risk according to the state.

11. After the overview of the different models parents went around the room giving their input: (See notes transcribed from the chart paper questions)

12. Meeting was adjourned at 7:30 p.m.

District English Learner Advisory Committee (DELAC)
McFarland Unified School District
Thursday, May 20, 2010
District Office
AGENDA

Quorum (51% of the ELAC Membership is in attendance) Yes _____ No _____

Required Agenda Item(s):
#8a Needs Assessment
#9a District Program Goals and Objectives for English Language Learners

1. Call to order
    By:
    Time:

2. Welcome & Introductions
    By:

3. Roll Call of Members
    Browning Road: _____
    Kern Avenue: _____
    McFarland Middle: _____
    McFarland High/Learning Center: _____

4. Pledge of Allegiance
    By:

5. Changes to the Agenda
    By:

6. Reading of minutes from April 15, 2010
    By: Ms. Teresa Arvizu
    Motion to accept by_____
    Second the motion by_____
    All in favor_____

7. Site Reports
    Browning Road School
    By: Mrs. Violeta Maldonado-Álvarez

    Kern Avenue School
    By: Mrs. Patty Carrillo

    McFarland Middle School
    By: Mr. Joel López

    McFarland High School/Learning Center
    By: Mrs. Mayela Bujanda-Medina

Public Comments
8. Pending Business
    a. Site and District Needs Assessments

1

Browning Road School
By: Mrs. Violeta Maldonado-Álvarez
1. Help children at home
2. ELL programs
3. Browning Road Programs
4. ID Process
5. Outside presenters

Kern Avenue School
By: Mrs. Patty Carrillo
1. How to help our children
2. ELL programs
3. School Plan
4. School Programs

McFarland Middle School
By: Mr. Joel López
1. Having Effective Meetings
2. Reclassification Procedures
3. ELL Programs
4. Guest Speakers
5. MMS programs

McFarland High School/Learning Center
By: Mr. Mayela Bujanda-Medina
1. Guest Speakers
2. Review of Identification & Assessment of English Language Learners
3. Presentations of specific programs at MHS
4. School Single Site Plan

District
By: Ms. Teresa Arvizu
1. How to help our children
2. ELL programs
3. Review Identification & Assessment of English Language Learners
4. School Site programs

Public Comments:

9. New Business
   a. District Program Goals and Objectives for English Language Learners
   By: Ms. Teresa Arvizu

10. Next District Board Meeting
    Date: Tuesday, May 25, 2010
    Time: 5:00 p.m.
    Place: McFarland High School Multipurpose Room

11. Next DELAC Meeting
    Date: August 2010
    Time: 6:00 p.m.
    Place: District Office

12. Adjournment
    By:
    Time:

2

13. Review of School Improvement Grant for M.H.S.
    By: Mrs. Sandra Espinoza

Agenda Item	Date	*Legal Requirement to be covered at this meeting & Annual DELAC Goals and Objective
8d 8c 8b	10-15-09 11-19-09 1-21-10	*Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement (5 CCR 11308) [c][1]).
8c 8a 8a 8a 8a 8a	10-15-09 11-19-09 1-21-10 3-18-10 4-15-10 5-20-10	*Conducting a district-wide needs assessment on a school-by-school basis (5 CCR 11308 [c][2])
9a	5-20-10	*Establishment of district program, goals, and objectives for programs and services for English learners (5 CCR 11308[c] [3]).
8c	4-15-10	*Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c] [3]).
9a	4-15-10	*Review and comment on the administration of the annual language census (R30 LC) (5 CCR 11308[c] [5]).
8b	3-18-10	*Review and comment on the district reclassification procedures established pursuant to Education Code Section 52164.6. (5 CCR 11308[c] [6]).
8b 8b	1-21-10 2-18-10	*Review and comment on the written parent notification of initial school enrollment required in Education Code 48985 and Title 5, CCR Subsection 4, Section 11316.
8c	3-18-10	*Any waiver request affecting programs and services for English learners.
8b	10-15-09	Training opportunities (contents and materials), planned in full consultation with its members, available to DELAC members to assist them to better understand and assume their roles and responsibilities
9a 8d	2-18-10 3-18-10	Training on the district's Uniform Complaint Procedures, including the Williams Settlement requirements.

Comité Consejero Escolar para Alumnos Aprendiendo Inglés Del Distrito (DELAC)
McFarland Unified School District
Jueves 20 de mayo, 2010
Oficina del distrito
__AGENDA__

Quórum (51% de los miembros de DELAC están presente) Sí_____ No_____

__Requisito(s):__
#8a Evaluación de Necesidades
#9a Revisión de la beca S.I.G. (McFarland High School)

1. Llamar a orden
   Por:
   Tiempo:

2. Bienvenida & Introducciones
   Por:

3. Pasar lista de miembros
   Browning Road: _____
   Kern Avenue: _____
   McFarland Middle: _____
   McFarland High /Learning Center: _____

4. Saludo de Bandera
   Por:

5. Cambios a la agenda
   Por:

6. Lectura de los Minutos del 15 de abril, 2010
   Por: Sra. Teresa Arvizu
   Moción por: _____
   Apoyo por: _____
   Todos de acuerdo: _____

7. Reportes de las escuelas
   Escuela Browning Road
   Por: Sra. Violeta Maldonado-Álvarez

   Escuela Kern Avenue
   Por: Sra. Patty Carrillo

   Escuela McFarland Middle
   Por: Sr. Joel López
   Escuelas McFarland High y Learning Center
   Por: Sra. Mayela Bujanda-Medina

Comentarios publico:

4

8. Negocios Pendientes
   a. Evaluación de Necesidades de las escuelas y distrito
      Escuela Browning Road
      Por: Sra. Violeta Maldonado-Álvarez
      1. Como ayudar a los niños en casa
      2. Los programas de ELL
      3. Los programas de la escuela Browning Road
      4. El proceso de identificación
      5. Presentadores de la comunidad

      Escuela Kern Avenue
      Por: Sra. Patty Carrillo
      1. Como ayudar a los niños
      2. Programas para los alumnos ELL
      3. Plan escolar de Kern Avenue
      4. Programas escolares de Kern Avenue

      Escuela McFarland Middle
      Por: Sr. Joel López
      1. Como tener reuniones efectivos
      2. El proceso de Reclasificación
      3. Programas para los alumnos ELL
      4. Invitados Especiales
      5. Programas escolares de MMS

      Escuelas McFarland High y Learning Center
      Por: Sra. Mayela Bujanda-Medina
      1. Invitados especiales
      2. Repasar la identificación y evaluación del programa de alumnos aprendiendo ingles
      3. Presentación de programas específicos en MHS
      4. Plan escolar

      Distrito
      Por: Sra. Teresa Arvizu
      1. Como ayudar a su niño (a) tener éxito en la escuela
      2. Programa escolar de ELL como éxito en esta escuela
      3. Repasar la identificación y evaluación de alumnos aprendiendo ingles
      4. Plan escolar

   Comentarios publico:

9. Negocios Nuevos
   a. Los objetivos y las metas del programa del distrito para los estudiantes de inglés.
      Por: Sra. Teresa Arvizu

Comentarios/preguntas/asesoría

10. Próxima reunión de la Mesa Directiva
      Fecha: martes 25 de mayo, 2010
      Tiempo: 5:00 p.m.
      Lugar: Preparatoria de McFarland, Cafetería

11. Próxima reunión de DELAC
   Fecha: agosto, 2010
   Tiempo: 6:00p.m.
   Lugar: Oficina del distrito

12. Clausura
   Por:
   Tiempo:

13. Revisión de la beca S.I.G. (McFarland High School)
   Por: Sra. Sandra Espinoza

Agenda Punto	Fecha	*Requisitos legales que se abarcan en esta reunión & Objetivos y metas anuales del DELAC
8d 8c 8b	10-15-09 11-19-09 1-21-10	*El desarrollo o la revisión del plan maestro del distrito de los servicios y programas de educación para los estudiantes de inglés, incluido el Plan Local de Educación y el Plan Exclusivo para el Logro de los Alumnos. (5 CCR 11308) [c][1])
8c 8ª 8ª 8ª 8ª 8a	10-15-09 11-19-09 1-21-10 3-18-10 4-15-10 5-20-10	*El contenido y los procedimientos para realizar una evaluación de las necesidades de todo el distrito escuela por escuela. (5 CCR 11308 [c][2])
9a	5-20-10	*Los objetivos y las metas del programa del distrito para los estudiantes de inglés. (5 CCR 11308[c][3])
8b	4-15-10	*El desarrollo o la revisión del plan del distrito para garantizar que todos los maestros y asistentes de instrucción cumplan con todos los requisitos federales y estatales. (5 CCR 11308[c][3])
9a	4-15-10	*Revisar y comentar sobre la administración del Censo anual de lenguaje (Informe R30 LC). (5 CCR 11308[c][5])
8b	3-18-10	*Revisar y comentar sobre los procedimientos utilizados por el distrito para reclasificar a los estudiantes de inglés. Educación Código Sección 52164.6. (5 CCR 11308[c][6])
8b 8b	1-21-10 2-18-10	*Revisar y comentar sobre los contenidos de las notificaciones por escrito del distrito enviadas a los padres/tutores de acuerdo con el EC 48985 y Titulo 5, CCR Subcapitulo 4, Sección 11316.
8c	3-18-10	*Solicitudes de exención que afecten los servicios y programas de estudiantes de inglés.
8b	10-15-09	Las oportunidades de capacitación (contenidos y materiales), planificadas con la colaboración total de los miembros, disponibles para los miembros del DELAC para ayudarlos a asumir y comprender mejor sus roles y responsabilidades.
9a 8d	2-18-10 3-18-10	Capacitación en los procedimientos de reclamo uniformes del distrito, incluidos los requisitos del Caso Williams.

School Improvement Grant Meeting Minutes
May 20, 2010

1. 6:30 p.m. – Meeting was called to order. Mrs. Sandra Espinoza welcomed everyone.

2. Mrs. Espinoza informed parents that McFarland High School is one of the 174 schools in the state of California to be designated School Improvement. McFarland High School is number 4 of 27 schools in School Improvement. The state is watching the district very closely and in January 2010 the Superintendent and the Assistant Superintendent went to Sacramento, CA to present what the district is doing to increase student achievement. The state sent a representative to visit the district to see what the district is doing to increase student achievement.

3. After the CST test score results come in during the summer the state will revisit the district's situation in August depending on CST results. Some districts had a state representative assigned to their district. Up until now the McFarland Unified School District does not have a state representative assigned.

4. Mrs. Espinoza explained that McFarland High School is among the 5% of lowest performing high schools in the state. This only affects the high school and not the rest of the district, but the other schools in the district need to keep growing academically in order to keep them from being on the list of low performing schools.

5. The state will be monitoring MHS for growth. MHS also needed to choose one of the four intervention models:

   - Turnaround Model - would require replacing the principal and rehiring no more than 50% of the school's staff. Due to the teacher's contract, the district can't choose this option because the teacher's contract will not allow this.

   - Restart Model – would require converting the school to a charter school. In order to do this model it would take up to a year to convert and the district does not have this much time.

   - School Closer Model – close the school and would require sending students to another school within the same district. McFarland does not have any other high school to send the students.

   - Transformation Model – By July increase instructional time and hire a new principal. MHS will choose this model because were told in March that by June need to decide which model. All other models take time and MHS has no time.

6. Parents asked why only the high school is in School Improvement and not the other schools in the district. Sandra explained that if a school has less than 800 API points they are in Program Improvement. The schools in our district continue to grow/gain small amounts of points but they

continue growing. McFarland High School grew 46 points in the last 5 years and they needed to have grown 50 points. McFarland High School lost points instead of growing.

7. Mr. Jose Luis Arreola asked if McFarland High School parents know what is happening at the high school. Sandra informed him that there has been two meetings and there is very little parent participation referring to parent meeting attendance.

8. Sandra also informed parents that students who scored 1 and 2 on the CELDT and FBB and BB on CST were the only students invited to attend summer school. The district is focusing on these students to help get their CELDT and CST scores higher.

9. Mayela Bujanda-Medina, Counselor at McFarland High School gave a brief over view of the "Key Points" handout with the parents.
   - All in coming 9th grade students will be enrolled in Algebra 1 or geometry. Support for students who are struggling will be provided.
   - All English classes will have new materials.
   - All teachers will participate in professional development on new curriculum to help with instructional strategies.
   - The high school will get two coaches strictly for the high school only. The coach's job is to help all teachers in English Language Arts and Math. The coaches will not have to teach a class but will be there for teacher support.
   - A new Data Information System to track student learning through benchmarks.
   - A technology person will be assigned to help with the Data Information System. (new position at McFarland High School)
   - Work collaboratively within the same school and also with the middle school to prepare McFarland Middle School students to enter the high school in ELA and Math. Collaboration time for staff will be provided.
   - Schedule changes – each class will be 63 minutes with the new schedule, no homeroom class and a 30 minute lunch break for students and staff.
   - RTI first level give help in classroom first 10 minutes of the period for those students who do not understand the assignments/class work. More rigorous course work so that students can be better prepared to enter college/universities.
   - Will have extra financial help to have extended day classes to help those students who need the extra help.
   - The library currently has 10,000 books and a school the size of McFarland High School the library needs about 25,000 books.
   - A Parent/Student Community Liaison will be hired to support increased activities for both students and parents.

10. Parent suggestions:
   - Mr. Topete what is the teacher/student ration and Mayela informed him that the contract says 31 students per teacher. Most class at the high school is about 35 students per classroom.
   - Classroom management skills for teachers at McFarland High School.
   - Mr. Arreola asked if all teachers are in agreement with the new change. Mayela said teachers have no choice but to agree. The new principal will need to monitor all teachers for instruction.

- Teachers have been invited to attend parent meetings and very few teachers attend these meetings.
- Cafeteria does not have enough room to feed all students at same time and need to have open campus during the lunch period.
- Parents do not want closed campus during lunch from previous meetings.
- Need to feed students at intervals or bring outside vendors to the high school.
- A parent asked about uniforms at the high school and this question has not been brought up before.
- Students want tacos, pizza, hamburgers and sandwiches for lunch.
- McFarland High School has about 250 students who eat at the cafeteria on a daily basis. The cafeteria always offers a different variety of food choices to students. About 100-120 students do not return after lunch. Students/parents get SARB.
- The McFarland Police Department does periodic sweeps to curb truancy among students.
- Bring in outside vendors during the lunch period.
- Parents need to be more responsible.
- Suggested that students who have good grades can leave campus during lunch and those that don't have to stay on campus during lunch.
- Need less elective classes.
- Georgina asked how often teachers will have staff development. Mayela answered that as of now it looks like every Wednesday and teachers will meet 1) within same departments 2) grade level 3) McFarland Middle School and McFarland High School. Specific meetings planned still need approval.
- The next board meeting on 5/25/10 Mr. Topete asked if there is a plan on what will be talked about. Sandra answered that the board meeting will be a special board meeting and the agenda is set, but there is a public hearing part where the public can speak regarding their concerns. Sandra will ask Irene about the public hearing part at the special board meeting. The parents also had a concern about the oral translator they feel that the oral translator only translates half of what is being said.
- Parents want a more proficient oral translator for board meetings.

11. Meeting was adjourned at 7:30 p.m.

McFarland Unified School District
School Improvement Grant (SIG)
For
MCFARLAND HIGH SCHOOL

Key Points

This grant application has been written because McFarland HS is among the 5% of lowest performing high schools in the state. The school and district must improve student achievement significantly or face consequences that could include dissolving or closing the high school.

The grant application has the singular target of improving the <u>teaching and learning process</u> through focused actions, targeted instruction and support for students at all levels and in all areas.

1. Background data indicates only slight progress with ups and downs for the past five years in ELA and Math.
2. The plan is "student centered" and identifies support structures that will be everyone's responsibility.
3. ACADEMIC performance of all students, including EL students will increase on STAR, CAHSEE, CELDT, AP Exams, and other high stakes measures.
4. <u>All teachers</u> will participate in professional development to build instructional strategies that enable each to connect specific content with students in their classrooms.
5. Math - All incoming 9th grade students will be enrolled in Algebra I or geometry. Support for identified students will be provided. No student will have more than two periods of math. Math support classes will be taught by core math teachers.
6. ELA – All English classes will have new materials. Only Intense Intervention classes will have two periods of English. These classes will be taught by core English teachers and students will receive core credit for one period and elective credit for the other period. No student will have more than two periods of English.
7. All English teachers using new textbooks will attend the 40 hour professional development with a SB 472 provider and will complete the 80 hours of practicum during the year. Many of the school scheduled professional development activities will count toward the 80 hours.
8. Two Academic Coaches will be assigned to the high school for teacher support in subject matter instruction, intervention, EL strategies and high impact teaching strategies. One for ELA and one for Math. These coaches will also be available to assist and support all teachers in classroom implementation of teaching strategies that improve student performance. They will observe classrooms, model lessons, gather

resources, coach teachers, and provide instructional support. The coaches will be under the direction of the school principal.

9. All teachers will be trained to use the new data system before or at the start of school. Data from classrooms and other assessments will be routinely pulled from the Data System and analyzed in collaborative groups by grade level/department teachers. This analysis will be calendared and accountability forms will be collected. In-depth analysis will result in collaboratively designed in-class interventions. Professional Development will be provided to build knowledge and consistency.

10. All benchmark assessments will be reviewed, edited, revised or completely rewritten as needed to match current paced standards. Benchmarks will be administered 3-4 times per year in ELA, math, Science and H/SS.

11. Collaborative work will be conducted on one of the shortened days. Other shortened days will be used for other collaborative work, professional development from within and without and curriculum refinement.

12. To support the timely and relevant access of data an Information Technology Specialist will be hired by the district and will spend time organizing reports, tagging students for identification and groupings, disaggregating data and assuring access to the data system for all teachers. When on site, the ITS will be under the direction of the principal.

13. RtI Tier I -- For the first year of the grant, RtI will be implemented within each classroom. Teachers in each class will be responsible to provide support for struggling students within the class period. Early warning systems will be used to provide information and professional development for RtI will be provided for all staff.

14. Increased Learning Time -- The master bell schedule will be redesigned to add 10 minutes to periods 2-6 and remove announcements from period one so the extra 10 minutes can be used for instruction. There will be six 63 minute periods. The schedule will also eliminate the 20 minute home room and reduce lunch to 30 minutes. This will be an actual difference of only 30 minutes, but will realize a 60 minute difference daily in available instructional time. This will provide time within the classroom for intervention and differentiation.

15. The goal of RtI is to improve student academic achievement, reduce the number and percent of Ds and Fs.

16. Common standards for teacher classroom basic preparation and student basic preparation are defined and will be used by all teachers and all students starting with the first day of school. Basic student materials will be provided through the grant.

17. Rigor -- additional courses that are approved and meet the A-G requirements will be added to the master schedule. Two additional teachers will be hired to provide the personnel needed to teach all courses. The number of AP courses will double from 5 to 10. Entrance to all new courses will be expanded to provide opportunities for more students.

18. Professional development will be provided for new AP teachers as well as teachers new to other courses.
19. All AP teachers will commit to supporting students beyond the classroom.
20. Ongoing articulation meetings will be calendared, scheduled and held between the high school and the middle school to define exit and entrance criteria, coordinate curriculum and emphasize essential standards needed at both levels.
21. Support programs for freshmen will be explored and piloted after extensive modeling of a four-year program that completes all A-G requirements assures schedule room.
22. AVID, UC Merced programs will be expanded to include more students.
23. After school support programs, interventions and academies will be designed and will provide opportunities for teachers to work with small groups of students on specific learning needs. Stipends to pay teachers will be budgeted from this grant.
24. The school library will expand its collections for print material, resource material, and on-line subscription resources. The library will increase hours to provide access to students, parents and community members after school. A committee will make recommendations for purchase.
25. Summer School for summer, 2011 will be planned and implemented to increase the possible learning time, provide opportunities for students to make-up credits or replace a D grade, and provide some opportunities for students to take required courses and make room in a crowded schedule.
26. Increase parent participation and involvement. Hire a Student-Parent Liaison to support increased activities for both students and parents.
27. Hire a Support Counselor to support college and career readiness and at-risk students

McFARLAND UNIFIED SCHOOL DISTRICT
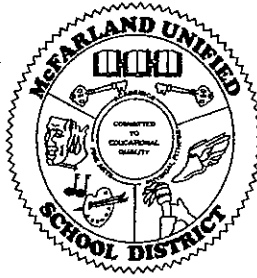
Gabriel McCurtis
Superintendent

PUBLIC NOTICE

NOTICE OF PUBLIC HEARING

A public hearing is being held to seek input and take testimony from the public in regards to School Improvement Grant (SIG) Application for the McFarland High School.

Tuesday, May 25, 2010
McFarland High School Multi-Purpose Room
4:00pm

For additional information, contact Gabriel McCurtis, Superintendent, McFarland Unified School District at 661-792-3081.

Posted: April 19, 2010

McFarland Unified School District
601 Second Street
McFarland, CA 93250

(661) 792-3081
www.mcfarlandusd.com

McFARLAND UNIFIED SCHOOL DISTRICT
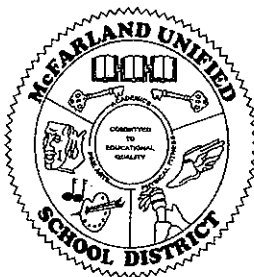
Gabriel McCurtis
Superintendent

PUBLIC NOTICE

NOTICE OF PUBLIC HEARING

A public hearing is being held to seek input and take testimony from the public in regards to School Improvement Grant (SIG) Application for the McFarland High School.

Tuesday, May 25, 2010
Kern Avenue School Room #74
4:00pm

For additional information, contact Gabriel McCurtis, Superintendent, McFarland Unified School District at 661-792-3081.

Posted: April 19, 2010

McFarland Unified School District
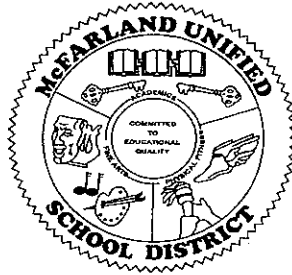601 Second Street
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McFARLAND UNIFIED SCHOOL DISTRICT

SPECIAL MEETING
May 25, 2010

BOARD MEETING PLACE
Kern Avenue School
356 Kern Avenue
Room #74
McFarland, CA 93250

I. **Call to Order** 4:00 p.m.

II. **Roll Call and Establishment of Quorum**

III. **Pledge of Allegiance**

IV. **Public Communication**

 ' The public may address the Board concerning items that are scheduled for discussion during closed session only by completing the Community Input Request Form provided on the table at the entrance to the meeting room and submitting the form to the Executive Assistant prior to the Board adjourning to closed session.

V. **Closed Session** Time: _____

 A. Public Employee Discipline, Dismissal/Release
 B. Conference with Legal Counsel – Anticipated Litigation
 • Significant exposure to litigation pursuant to Government Code Section 54956.9 subdivision (b): 1 potential case.
 C. Public Employment {G.C. 54957.9}
 • Unrepresented Employee: Gabriel McCurtis

VI. **Open Session** Time: _____

VII. **Report of Closed Session**

VIII. **Action Items**

 A. Revision and Approval of Agenda of May 25, 2010

 Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

Agenda - Special Meeting
May 25, 2010
- 1 -

McFarland Unified School District
601 Second Street
McFarland, CA 93250

(661) 792-3081
www.mcfarlandusd.com

IX.   Old Business

A.   Approval of Employment Agreement Extension - Superintendent

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

X.   New Business

A.   Personnel Register

The personnel register is listed as one item. The Board can approve the entire register in one vote or can approve each employment, resignation, transfer, reassignment, etc., individually. If the Board has any questions regarding a particular item on the register, the item can be modified to follow Closed Session. This will allow the Board to discuss that item in Closed Session before making a decision.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

B.   Public Hearing – School Improvement Grant (SIG) Application

A public hearing is being held to seek input and take testimony from the public in regards to School Improvement Grant (SIG) Application for the McFarland High School.

Open: -_____ Close: _____

C.   Approval of Request for Application (RFA) to fund eligible schools to participate in the School Improvement Grant(SIG) program using federal funds provided under sections 1003(a) and(g) of Title I, Part A of the Elementary and Secondary Education Act (ESEA). Eligible school is McFarland High School

Improving schools is a joint responsibility for schools, LEAs, and state educational agencies (SEAs). Section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA), also known as the SIG, authorizes funds to help LEAs address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement. In conjunction with funds reserved under Section 1003(a), SIGs are to be used to leverage change and improve technical assistance under sections 1116 and 1117 of Title I, part A of the ESEA through LEAs targeting activities towards measurable outcomes as described in this document. Expected results from the use of these funds include improving student proficiency, increasing the number of schools that make adequate yearly progress (AYP), using data to inform decisions, and creating a system of continuous feedback and improvement. Approval is requested.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

D.   Approval of Resolution #0910-16, Child Development Services – Instructional Materials 2009-2010.

The resolution certifies the approval of the Governing Board to enter into an agreement with the California Department of Education to use $500 for the purchase of instructional materials and supplies for the Child Development Program and to authorize the designated personnel to sign contract documents for Fiscal Year 2009/10. Approval is requested.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

XI.   **Advance Planning**

    A.   Future Meeting Dates

        1.   June 15, 2010 – Regular Board Meeting at 4:00 p.m. in the MHS
              Multipurpose Room

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

XI1.   **Adjournment**   **Time:** _____

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

The Special Meeting of the McFarland Unified School District Board of Trustees was held on Tuesday, May 25, 2010, at Kern Avenue School Room #74. The meeting was called to order by Board President at 4:00 p.m.

ROLL CALL	Marin Ortega Jr., President
	Marlin Isaacs, Vice President
	Kaye Breyer, Clerk
Absent:	David Arguello, Member
	Rey DeLeon, Member

Staff Present:

Gabriel McCurtis	Irene Melendez	Smith Efada
Kim McManaman	Sandra Espinoza	David Lopez
Ty Bryson	Raul Murrieta	Sandy Hannah
Cynthia Virrey	Maria Ramirez	Diana Croslin
Rigo Lara	Irene Garza	Mike Elliott
Edie Ramos	Janie Becerra	Albert Melendez
Lori Schultz	David Yanney	Yolanda Gonzalez
Delia Flores	Tamera Littrell	Rita Mello
Numerous Others		

Community Present:

Grant Herndon	Marilyn Lippiatt	Raul Perez
Linda Genel	Esmeralda Gonzalez	Numerous

Others

Roll Call and Establishment of Quorum

Pledge of Allegiance – Kaye Breyer

Public Communication

Mike Elliott addressed the board regarding the SIG Application. He wants the board to know that there are things needing to be negotiated on the application, the staff would like to have input, there needs to be changes made to it and he added that it is a workable application.

Irene Garza addressed the board regarding the Instructional Aide layoffs. She commented on the thirty - seven years she has been with the district and has lived in the community all her life. She added that the children are very important to her and she is not leaving by choice.

Edie Ramos also addressed the board regarding the layoffs. She stated that the aides are important to the students.

Rigo Lara spoke regarding the classified employees losing their jobs and if the board could do something to rescind the decision and do what is right for students.

Esmeralda Gonzalez also spoke regarding the layoffs of instructional aides. She stated that she has volunteered at the school and feels it is an injustice to lay them off. She asked if the aides are not there to do the job, who will do it? She asked for a solution to this problem.

Raul Perez organizer from CSEA also addressed the board regarding the layoffs. He stated that CSEA has a lot invested in McFarland. He stated he was at the meeting today to ask the leaders to have some discretion in bringing the aides back. He asked that the leaders lead by example.

Closed Session

The board adjourned to Closed Session at 4:17 p.m.

Open Session

The board re-convened to Open Session at 6:38 p.m.

Report of Closed Session

A.   No Action
B.   No Action
C.   No Action

Action Items

A.   Revision and Agenda Approval of Agenda of May 25, 2010.

Motion made by Marlin Isaacs, seconded by Kaye Breyer to approve the Agenda of May 25, 2010. Motion carried by a 3-0 vote.

Old Business

A.   Approval of Employment Agreement Extension – Superintendent

This item was pulled from the agenda to a later date.

New Business

A.   Personnel Register

Motion made by Marlin Isaacs, seconded by Kaye Breyer to approve the Personnel Register as presented with the **exception** of: A. New Hires – Principal – MHS. Motion carried by a 3-0 vote. Personnel Register item: A. New Hires – Principal – MHS was defeated by a 2-1 vote.

B.   Public Hearing – School Improvement Grant (SIG) Application

The public hearing was opened at: 6:40 p.m.

Raul Murrieta addressed the board regarding the SIG application. He wanted to reiterate some concerns: There needs to be more involvement necessary from Admin., Certificated staff, Consultants, as well as parents; a different perspective. He added that decisions are made without consideration of others. He added, "We need to keep positive and work together, be at the table and negotiate to work things out. There is room for improvement with a decent plan with more parent involvement, student involvement."

Discussion followed.

Marilyn Lippiatt addressed the board with a brief explanation of the SIG application process and what was needed for improvement at MHS and the teaching strategies that need to be in implemented. She added comments about the model chosen for implementation at MHS.

After further discussion by the board the public hearing was closed at: 6:55 p.m.

C.   Approval of Request for Application (RFA) to fund eligible schools to participate in the School Improvement Grant (SIG) program using federal funds provided under sections 1003(a) and (g) of Title I, Part A of the Elementary and Secondary Education Act (ESEA). Eligible school is McFarland High School.

Motion made by Marlin Isaacs, seconded by Kaye Breyer to approve the Request for Application(RFA) to fund eligible schools to participate in the School Improvement Grant (SIG) program using federal funds provided under sections 1003(a) and (g) of Title I, Part A of the Elementary and Secondary Education Act (ESEA). Eligible school is McFarland High School. Motion carried by a 3-0 vote.

D.   Approval of Resolution #0910-16, Child Development Services – Instructional Materials 2009-2010

Motion made by Kaye Breyer, seconded by Marlin Isaacs to approve Resolution #0910-16, Child Development Services – Instructional Materials ($500) .Roll Call vote: Marlin Isaacs – Aye, Kaye Breyer – Aye & Marin Ortega Jr. – Aye. Motion carried by a 3-0 vote.

Advance Planning

Motion made by Kaye Breyer, seconded by Marlin Isaacs to approve a Special board meeting date of June 10, 2010 at 4:00 p.m. at Kern Avenue Room #74 and a Regular board meeting date of June 15, 2010 at 4:00 p.m. at MHS multipurpose room. Motion carried by a 3-0 vote.

Adjournment

Motion made by Marlin Isaacs, seconded by Kaye Breyer to adjourn the meeting. Motion carried by a 3-0 vote.

Board President adjourned the meeting at 7:00 p.m.

Respectfully Submitted:

_____
Gabriel McCurtis, Secretary to the Board

_____
Marin Ortega Jr., Board President

_____
Marlin Isaacs, Vice President

_____
Kaye Breyer, Clerk

_____ABSENT_____
Rey DeLeon, Member

_____ABSENT_____
David Arguello, Member

McFarland High School
Site Council
Agenda – May 26, 2010

Meeting in room 10, 3:30 pm

1. Call to order

2. Approval of Minutes – April 22, 2010

3. Update on School Site Plan

4. CST Testing Feedback

5. Transformational/SIG Plan

6. Other

7. Adjournment

SCHOOL SITE COUNCIL
McFarland High School
Meeting Minutes
May 26, 2010

ROLL CALL:

Raul Murrieta, Teacher/President	*David Yanney, Principal*
Lisa Marroquin, Parent/Vice President	*Beverly Meier, Teacher-Librarian/Secretary*
Earl Bowman, Teacher	*Gary Pierson, Teacher*
Linda Ray, Parent	*Claudia Campos, Student*

1. The Meeting was called to order by Mr. Murrieta at 3:40 PM.

2. The minutes were read and unanimously approved.

3. Mr. Yanney reported that our 2009/2010 School Site Plan was submitted to the Board on May 11, and the Board passed it.

4. Two of our State testing problems were discussed.

   o Within the Math Department, having students enrolled in remedial math classes instead of Algebra I courses inherently prevented that number of students from reaching more than "basic level."
   o Within the Science Department, there was a discrepancy in the number of test results received; and, therefore, some scores were not tabulated.

   Anticipations:

   o For our current year, 2009/2010, we will, yet, encounter a similar problem in math as in 2009, but this will be a significantly lower number of students tested in the general math area,. This problem, however, has been resolved for the 2010/2011 Year: There will be no remedial courses, as such. Instead, students who will benefit from remediation will have algebra support classes in *addition* to their Algebra I classes.

5. Our supervision by the State was discussed.

   • Our DAIT Provider represents the State and will, therefore, provide us with guidance throughout our adherence to the Transformational Plan.

   • The Transformational Plan requires that we:
     o Accept a new principal
     o Extend our school hours
     o Insure that all teachers meet the "highly qualified" criteria

   • Our tentative School Improvement Grant (SIG) was viewed and discussed, and particulars were explained.
     o The SIG is a three-year grant, and yearly reviews are anticipated.

SCHOOL SITE COUNCIL MEETING
May 26, 2010
M.H.S. Room 10
3:30 p.m.

NAME	SIGNATURE
1. David Yanney – Interim Principal	*(signature)*
2. Earl Bowman – Teacher	*(signature)*
3. Jeff Brandon – Teacher	*(signature)*
4. Shari Gonzales – Teacher	*(signature)*
5. Beverly Meier – Teacher	*(signature)*
6. Raul Murrieta – Teacher	*(signature)*
7. Gary Pierson - Teacher	*(signature)*
8. Daniel Diaz - Counselor	*(signature)*
9. Regina Bray-Cardoso – Counselor	*(signature)*
10. Susana Bustillo – Parent	
11. Gerardo Marquez – Parent	
12. Lisa Marroquin – Parent	*(signature)*
13. Linda Ray – Parent	*(signature)*
14. Rosemary Rodriguez - Parent	
15. Claudia Campos – Student	*(signature)*
16. Lorena Garcia – Student	*(signature)*
17. Ana Nuñez – Student	*(signature)*
18. Anais Perales – Student	*(signature)*